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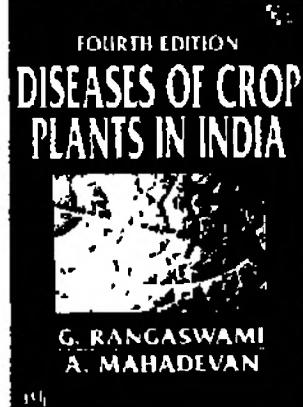
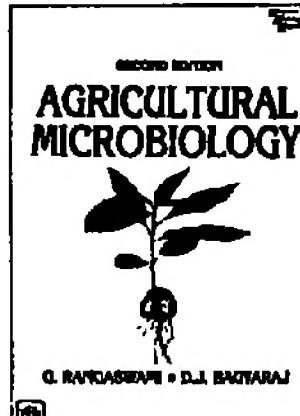
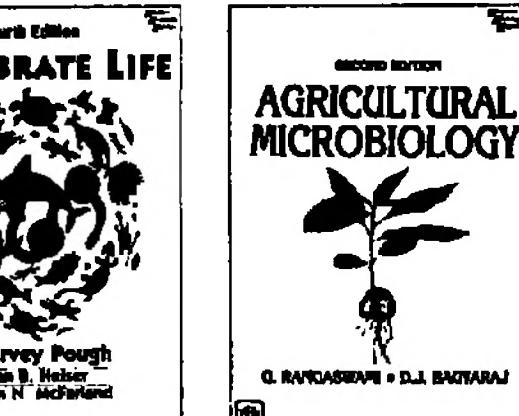
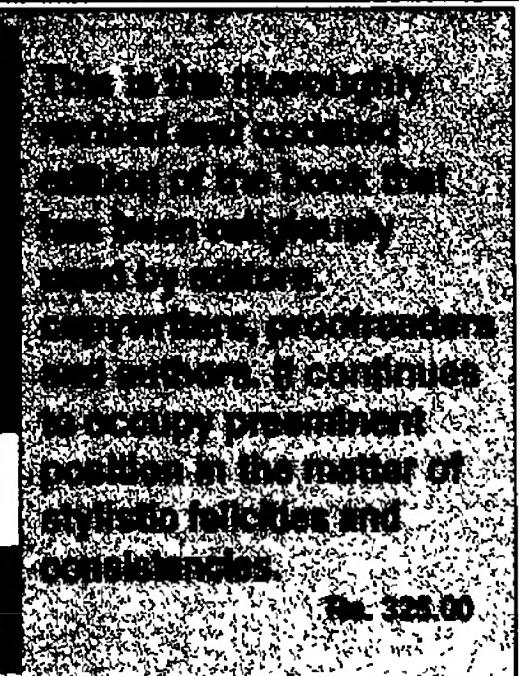


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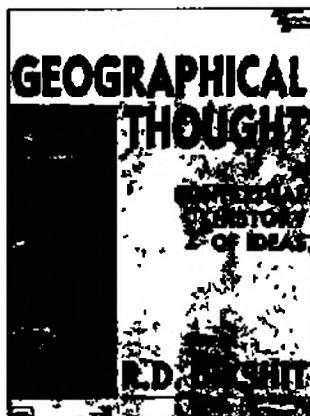
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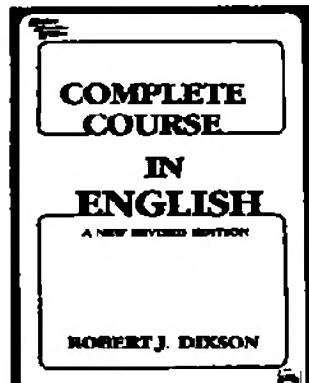
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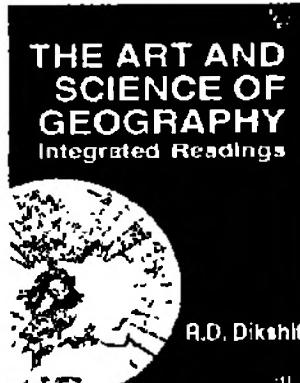


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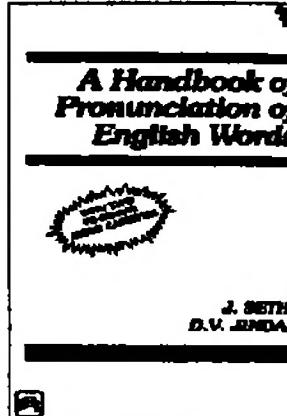
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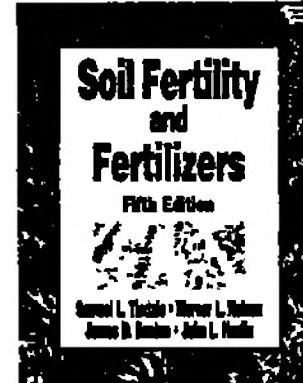
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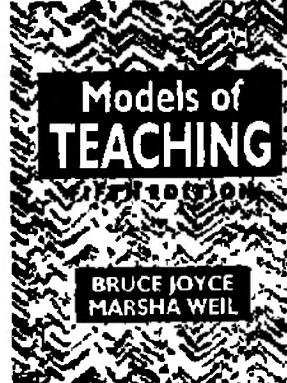
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Youth Anxiety in and Through Higher Education System

Arun K. Gupta*

Neelam Dhar**

To what extent is our system of higher education giving rise to anxiety among youth enrolled in centres of higher education in India? How are the anxious and anxiety prone youth enrolled in colleges and universities affecting their functioning? The writers have made an attempt here to look at these interrelated questions from educational, psychological and social angles with a view to suggest measures which can be adopted in the institutions of higher learning to minimize anxiety.

Gone are the days when higher education was restricted to the fortunate and chosen few. Thanks to the educational expansion after independence, the number of colleges and universities has increased manifold. Simultaneously, due to the explosion of knowledge, diversification of curricula, emergence of new technologies, socio-economic changes and corresponding rise in peoples' aspirations and awareness, the number of youth enrolled in institutions has also registered a phenomenal increase. As a consequence of the above, pressure on the institutions of higher education has become so enormous that they are unable to cope up with increasing number of would-be learners. Institutions of higher learning are, on their part, devising ways and means to screen the entrants through various means like entrance tests, increasing tuition fee etc. In spite of all this, the Institutions of higher learning are being crowded by students with varied mental abilities, attitudes, aptitudes, expectations, personality traits, temperaments, tendencies and emotional reactivity. They also come from varying backgrounds both rural and urban with different degrees of disadvantages and handicaps and diverse socio economic and culture groupings. Every one of these youth has to be educated to benefit individually. How one will be able to receive one's education and fulfil one's expectations would however be determined by how one will cope with demands of one's educational environment.

There are several factors which accentuate anxiety of the students. One such factor which is youth's general dislike to the constraints of adults particularly parents and teachers. All young persons, at one time or other, need ways of asserting their independence from their elders. They find parents and teachers very busy with their daily routine of activities and that they have very little time to attend to the needs and problems of the youth, not to mention time for guiding them properly especially during critical moments when they must receive special attention. Parents in general expect high achievements from young boys and girls in different streams without keeping in view their real capabilities. This may hamper the academic performance of the youth and their adjustment in educational and allied spheres may be affected. Competitions in vocational sphere have become very stiff and our youth is getting frustrated by and large when they fail to get entry in the professional institutions of their choice. Lack of affordability of quality education is another reason for acute frustration among the youth. Many

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youth do not have enough money to pay for their preferred courses in spite of good academic records. The competition for admission for different courses leading to high status jobs has become quite close in recent years. Even the attainment of degrees and diplomas does not lead to the aspired job as there exists a glut in the market. So, even if students successfully cope with an anxiety inducing educational environment, their limit of anxiety does not decrease because of an anxiety generating employment market. The system of higher education and competition both are like quick sand — uncertain and unpredictable. Youth enrolled in higher education sector are inexorably sucked into it. The ones that have grit, determination and means to excel come out successfully. Others are thrown out as refuse. Educational institutions are today thriving on cut throat competition. Parents jump into it pulling their children along with them. Hounded by the fear of future, the youth and their guardians, to safeguard their vital interests, fall prey to a parallel educational system — the labyrinth of coaching classes where they get fleeced and burn their boats. This adds to their already accentuated anxiety and tension. This makes the common students, suffer as they cannot cope up with the pressure.

The scenario in our centres of higher learning is also far from being encouraging. The task of teachers and administrators of institutions in the higher education sector has become quite baffling as they are increasingly lagging behind to meet their multifarious commitments at different levels. Overcrowded classes, strenuous workloads, rigid curricula, disproportionate pupil-teacher ratios, obsolete and ineffective methods of teaching, lack of hostel facilities, (Prahallada 1998, Krishna Swamy, Saroja and Kulkarni 1997), high percentage of wastage and stagnation, administrative tangles and barries, inadequate staff and infrastructures, general inability of educational personnel to motivate and involve students, shortage of proper teaching materials and resources, lack of accountability, transparency and leadership and lack of agreement on the proper goals of education — all serve to frustrate the best efforts of even the most sensitive, imaginative and dedicated teacher. But imagine a situation when the right kind of teachers are not available — teachers who can help the youth to overcome their fears, apprehensions, deficiencies, disadvantages and handicaps and make the most of their talents, interests and aspirations. On the other hand, having teachers who are ill-suited to working with young people with wide heterogeneous characteristics or with particular kinds of

young people may have serious and even more disastrous consequences.

A teacher's physical as well as social, economical, psychological and professional conditions are important because these effect teaching competencies and effectiveness. A teacher who is himself anxious unquestionably taints pupils' minds, the teaching-learning situation and learning outcomes. Prasad (1990), points out that the "tense jitteriness of a tired teacher is always unpleasant, and traits and tribulations of teaching tends to exaggerate such conditions." Researches show that the teacher whose personality attributes are not conducive to pleasant and harmonious relations with the pupils is detrimental to the optimum growth of students [Alexander (1960), Bossing (1963), Coleman (1969), Flander and Simon (1969), Coomb (1985), Prasad (1990) and Dhar (1997).] Anxiety is detrimental to the flowering and full utilization of a majority of mental abilities. The implication is clear that anxiety directly and adversely effects the teaching competencies of a teacher. Studies in the field of teacher education point out that the anxiety level of a teacher is directly proportional to the teacher's effectiveness (Passi 1974). It can therefore be said that anxiety happens to be an important factor to effect the teaching behaviour of a practicing teacher.

Another culprit as far as student anxiety is concerned happens to be the examination system. While it is true that in many cases, students' performance in the examinations is governed by chance factors; it is equally true that our examinations is defective and is notorious for its subjectivity, unreliability and lack of validity. It is based on rote memory and not on higher rated mental abilities and skills. This system more often than not hampers divergent thinking abilities or creativity. Examinations are therefore not an ideal measuring standard for students' abilities and achievement (Gupta, 1975). All these facts lead to frustration, tension, hostility, fear and anxiety related to under-achievement, delays, and failure among youth. The process of revaluation further adds to the woes of the youth. Apart from it, the truncation of academic sessions and lesser number of working days in the session also cause disturbances. Add to these the loss of valuable working hours due to strikes, bandhs, undeclared lockouts and other such type of activities which hamper the functioning of educational institutions. As a result of these, course cannot be completed well within the stipulated time. Delays in holding examinations coupled with an or even more delays in declaring examination results are also great sources of anxiety for the student com-

munity. As a result of such practices, educational institutions probably play havoc with the careers of the youth leading them to mental agony and torture, frustration, tension, depression, disillusionment and even self immolation.

Psychologists have observed that high levels of anxiety act as a drag on the expression of individual potentialities. The result of this drag is under-achievement. Researchers have reported that high anxiety makes youth emotionally unstable. (Dhar, 1997, Gordon, 1963). When an individual is not emotionally healthy, he is not mentally healthy. Such individuals fail to register satisfactory academic progress and are likely to dropout. Several studies have revealed that individuals having consistently poor achievement levels, failures and dropouts are influenced more by frustrations from which they are trying to escape than by long term goals towards which they are striving. These people tend to live more for the moment, respond impulsively, planning little and showing little sustained, goal directed activity. The findings of various research studies on dropouts indicate that dropouts have lower self-esteem, higher rates of delinquency, higher use of cigarettes, alcohol and drugs and greater fear about unemployment (Bachman, 1972). They are more likely to be resentful of authority in any form whether it be 'home, civil, intellectual or occupational authority' (Cervantes, 1965). Problems that dropouts are likely to encounter after leaving high/secondary school or college are apprehensions about remaining unemployed over extended periods, personality disorders, depression, irritability and anger with a tendency to withdraw and lose will and motivation to do something. Further, they seek immediate gratification (Bachman, Green and Writnen 1972). On the basis of results from objective tests and interviews, it can be said that such candidates are more likely to view the world as an unpredictable place characterized by violence, hostility, cheating, faithlessness and exploitation. It is alarming to mention that such perceptions are carried over from them to their colleagues through similar day to day experiences in educational institutions.

If anxiety is a drag and causes hindrance in the expression of potentialities in the shape of performance, it certainly needs to be tackled. There exists a genuine need for preventing anxiety inducing educational situations from creeping in and spreading their roots in the minds of young scholars. It is very essential to arouse and sensitize the parents, counsellors and teachers so that they may be conscious about the psychological needs of the youth. They must come to grips with situations being faced by

the youths to clip the wings of anxiety related disorders. "Youth undergoing higher education become victims of anxiety due to adverse educational environments" the present writers tend to hypothesize so. They cannot therefore be left on their own to destroy themselves. It is indeed very essential to find certain *modus operandi* for curbing the manifestation of anxiety related behaviour and tendencies. Anxiety happens to be a negative trait which has both magnitude and negative implications. If it is not suitably checked or channeled, it can be a serious psychological disorder for the youth and the society. Due attention therefore needs to be paid to the young boys and girls in colleges and universities so as to provide them healthy educational environments to grow, develop and mature. Measures need to be taken by the administrators, educationists and counsellors so that our educational environments do not become breeding centres for anxiety, tension, hostility, frustration and failure.

Following are some measures which can minimize anxiety among college and university youth.

- (a) Teachers recruited for job must be mentally healthy, value oriented, competent and equipped with latest knowledge and techniques of teaching. They should be professionally developed and efforts should be made to keep them happy and focused on the jobs. If they get job satisfaction and are sufficiently involved, they will transmit positive attitudes and exhibit teaching behaviours which will go a long way to minimize anxiety among students. Efforts will also be required in the direction of providing periodic enrichment to the teachers so that their obsolescence and burnout can be minimized.
- (b) There must be a provision of adequate and multifarious curricular activities and all young boys and girls must be involved in such activities on regular basis. This will prove as a psychological therapy for the channelization of negative tendencies namely aggression, hostility and anxiety. Youth should also be involved in healthy, recreational activities like participation in different clubs, committees, groups and associations related to activities like sports, swimming, cultural items, dramatics adventure sports, tours and picnics. Informal social get-togethers need to be encouraged in educational institutions.
- (c) Special clinics for deconditioning of negative feelings/tendencies and for channelizing and sublimating emotions need to be planned and organized. Facilities for psychiatric treatment and use

of different psychology based interventions for the diagnosis and treatment of different problems need to be encouraged. The best way for this is to employ environmental therapy i.e. by providing the environment which is soothing and adjustable. It can be achieved by minor efforts on the part of teachers and counsellors. Similarly if we treat young boys and girls who are depressed, rejected and isolated by encouragement, the degree of anxiety can be reduced to a great extent.

(d) Institutional campuses must devise ways and means to promote autonomous and democratic structures and there should be less interference of the outsiders for their smooth functioning. Grants should be made available for the proper growth and development of educational institutions. This will ultimately help in the betterment of youth studying in the institutions besides providing adequate infrastructure for their studies.

(e) Lack of congenial residential facilities for students studying in colleges and universities happens to be an important factor behind increasing youth anxiety. There is a need to review hostel facilities and environments so as to make hostels and dormitories cheerful places to reside, socialize and optimize learning. Such a step would go a long way in reducing youth anxiety.

(f) After getting the degrees, the youth find themselves on the roads with no where to go. Their services cannot be creatively utilized, which adds to their frustration. There should be a provision in every institution to hold campus interviews for candidates to adjust them in vocational fields. Counsellors should make liaison with private and public sectors to get the youth employed so that they may not become victims of anxiety.

(g) From the very beginning, the need and value for the dignity of labour must be inculcated. By virtue of that boys and girls will never withdraw or shirk from doing any type of work. Further, they will not feel shy and come under tension to adjust in a gainful occupation or profession irrespective of its nature. Such a step would go a long way in arresting a mad race for white collared jobs — a major source of anxiety.

(h) Degrees must be delinked from the jobs which is the slogan of the hour. Even Pt. Nehru said "I can absorb thousands of technicians but not the simple graduates." To minimize anxiety it is very essential that right person should go for the right stream. At the delta stage, it is very essential to understand the aptitude of the individual and according to aptitude he must be guided for higher learning or for better adjustment.

(i) The examination system in the sphere of higher education will have to undergo a sea change as youth anxiety and its manifestations are complicatedly linked with examinations and acquisition of diplomas/degrees. In the first place, acquisition of the higher educational degrees/diplomas should not be the objective *per se*, completion of a course and meeting the minimum requirements of the course can also be outcomes of studying in centre of higher education. Similarly assigning grades in place of marks would also take sting out of characterizing cut throat competitions and use of unfair means during examinations. Lastly replacing the current pattern of examinations with self initiated examination at regular intervals would go a long way in minimizing the evils associated with examination system. Use of modern technologies like Computer generated examinations, formation of question banks from where candidates select questions from out of universe of such questions are also steps likely to assuage students' anxiety. Transparency and public access to records will also help to restore confidence in examinations.

(j) Students belonging to vulnerable and disadvantaged sections of society and those target groups having handicaps of different types are required to be exposed to supplementary academic programs aimed at coaching and enrichment — even on subsidized and free rates. Such a plan if systematically conceived would go a long way in ironing off differences among different target groups who are disadvantaged because of differences in entering behaviours even though they might be vying for similar degrees/diplomas.

(k) The problem of over crowding in centres of higher learning requires to be addressed by planners and administrators in a practical manner. With information explosion due to advances in communication and information technologies on the one hand and resource crunch on the other, the long last rapport between the teacher and taught requires to be re-established to rekindle the nexus of learning. For example, with increase in number of would be entrants in the centres of higher learning and with the talk in education circles of establishing centres of learning for the third age citizens, one may suggest keeping open the portals of centres of higher education for extended hours (8 to 18 hours) a day to enable as many students to take benefit from multimedia

packages of learning which can be offered through the channels of open/distance education. For diverse group of learners situated at scattered places such a bold initiative can go a long way in solving the problems of youth anxiety by bringing quality education to their door steps.

Similarly, cooperation of corporate sector, Trust and Societies and community at large can be taken to establish new institutions over extended hours to supplement the existing efforts. Existing institutions can be leased out to individuals and bodies for providing education during free hours.

To conclude, some youth anxiety is essential. There cannot be better scenario than having committed, serious and involved youth who are genuinely concerned over their survival, welfare and progress. It is only when their anxiety level crosses threshold due to environmental factors and conditions beyond their control that educationists need to intervene to put an end to or minimize their miseries. Let us all hope that educators associated with system of higher education in India would take steps without delay to minimize the alienation, depression, abnormal behaviour, violence, unrest and indiscipline, frustration, hostility and sense of failure among our youth which is the most precious asset for the new millennium.

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Higher Education for 21st Century India

A Critical Reflection

Vignesh N. Bhat*

During the last few years, all over the world, an increasingly large number of pupils attempt to continue their studies beyond compulsory education. Social demands, more stringent requirements in terms of qualifications in the employment market, and the rate of unemployment among the youth are some of the more significant factors that seem to influence the tendency to prolong the duration of education.

It has been established that the educational policy pursued after India gained her independence was built upon the ideology manifest in mercantile form during the mid-eighteenth century but has emerged in its full potential with the unfolding of the modern capitalism in the nineteenth century and global capitalism of the late twentieth century. In this process of evolution, the Indian educational system has given a short shrift to the needs and ambitions of the local community and aspired to become 'international' from its earlier feudal, hierarchical form. In attempting thus, the system has eroded not only its credibility base, but also alienated itself from the common man. The system of higher education has been all the more a victim of this 'foreigner' syndrome that needs to be critically reviewed now as India is in the threshold of the twenty-first century.

After independence, India faced the uphill task of educating the large mass of people unparalleled in human history. We were confronted with an increasing demand for education the result of which was the lengthening of the period of schooling, a massive increase in rates of enrollment and successive upsurges of demand for the continuation of studies beyond the classical notion of literacy. All these had to be worked out in a hurry as we were in pursuit of 'modernisation' process in the foot prints of the West.

Historically, with the rise of modernisation and the industrialisation processes after independence, Indian educational system witnessed crucial change. Such a change has been all the more radiant in the sphere of higher education. Knowledge expanded rapidly, the pace of social change increased, and a number of economic and professional roles were created. However, the system has maintained its

distance from the national realities and as a result, it has now reached such a stage that a critical review of the system has become the most urgent need of the hour. Many vital functions of the coming decades including social integration, cultural transmission, transfer of technology, personality development, innovation, screening and selection, and the like, heavily depend on the institution of education now.

Indian education is undergoing a testing time as we are fast approaching the next millennium; such an impasse is apparent in the system of higher education. There is a growing sense of frustration and futility among the receivers of present higher education. There is also the question of credibility gap owing mainly to the irrelevance of the syllabi and the content of what is being studied. Both the teachers as well as the taught find themselves on a slippery ground while facing live social questions. In a nutshell, Indian higher education is facing a serious challenge of rebuilding its lost confidence and credit as the nation approaches 2000 A.D.

We may find some respite in the fact that what looks unique to the Indian educational situation is not really unique to this society alone in its trend; it has similar versions in several other developing nations. This is the problem of technologising of the educational system as a part of the Third World tendency to feature themselves as 'developed and modern' societies. As a result, the tendency in many of these societies has been to 'rush' to install technologies and technological systems wherever possible and at any price, with virtually very little consideration for the 'social costs'. Such a haste for the so called 'modern' educational technologies has met with little protest or critical examination even in universities and centres of excellence. Consequently we find in India today a tension between the culture which has given meaning and direction to life, and the demand for modernised technical efficiency. Such a tension also reflects the global pressure on 'educational innovations' that would support the west-oriented, world-wide technological 'progress'. The worry is about the undraped fact that the new global and institutionalised educational system skirts — instead of facing it directly — issues such as an ever deepening poverty and the destruction of the local culture, presenting through itself a new form of

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colonial past for surpassing the tragic effects of earlier exploitation of the 'British Raj'.

Factors such as the caste hierarchy, the place of residence and the class background of the pupils are some of the vital factors which merit consideration in terms of providing specific, diverse and need-based education, both at the primary and the higher levels of education. Diversification in educational methods, working singly or in groups of different sizes by combining or splitting classes, and the like create the need for variety and flexibility in class room types. Further, diversification in the pattern of school life is creating a new demand for documentation centres, clubs, meeting rooms, and leisure centres of different kinds for different groups of students. The insistence on 'scoring more marks' has eclipsed the possibility of all-round development of the personality. Higher education of today looks forward to some fundamental changes in these regards as well.

It is true to some extent that present day India has developed a system of higher education which is capable of meeting the human resource needs of the country in terms of jobs to some considerable extent. However, that is only a part of the story. What has been bothering the educational planners and policy makers alike is the issue of the quality and relevance of higher education in the context of changing India in its role as a global actor. An integrated approach in terms of bringing together the latest information technology to serve the collective needs of the society at large is the requirement of the hour because we cannot afford to lag behind in terms of information, the basic source of power.

Integrated information technology, in its comprehensive sense, includes a variety of methods of processing and disseminating information in both words and images. In its comprehensive sense, it includes :

- Books and journals in the library.
- Computers for creating, processing, storing and retrieving information.
- Audio-visual equipment and other software.
- Photographic and reprographic equipment.

However, needless to point out that these methods cannot operate in isolation. They should be understood as tools to reach out to the societal requirements of the future India.

On the management front, it must be realised that educational authorities are to be held socially accountable and responsive to community needs. This

is necessitated due to the fact that today, education, like other aspects of society, is being targeted by a consumerist-type movement. Higher education is looked upon as an 'investment' for individual gains as witnessed in the mushrooming of educational institutions as money-making business enterprises. Education in its professional form is for sale and those who can afford to buy are the target groups of the owners of such professional institutions. Privatisation has led to over centralisation of professional skills resulting in a sort of training that motivates the receivers of education to exploit their own people. Hence, the attempt to privatise and mobilise self financing educational courses needs to be made under the strictest possible vigilance for social accountability and social responsiveness.

A word or two on the nature of Indian educational research may not be inappropriate in a critical reflection of this nature. A good deal of research in the field of higher education has mainly focused on the secondary education in urban setting rather than basic issues related to culture and society. Often the studies concentrated on marginal and micro-level issues conveniently modelled to suit the requirements of the ruling elite and the funding agencies. Putting it succinctly, Indian higher education research, with its neo-colonial moorings, has been a partner in the maintenance of the present order of 'socio-economic development' rather than an analytical instrument to bring in necessary national changes to enhance the quality of life of the citizenry. Adding to this predicament, higher education, even in liberal arts, hardly provides national role models, or discusses conceptual schemes drawn from our own cultural context.

It is true that higher education in India is heavily dependent on government support and as such it can hardly generate private funds to maintain its independent structure and expansion. In other words, this makes the system vulnerable to political pressures, bureaucratic manipulations and red-tapism of various kinds. Needless to repeat the well-worn idea that universities and colleges in India today, to a shocking extent, behave as if they are factories to turn out stereotyped degrees which are hardly tested for their practical worth and social relevance. Government funding on such a massive scale also has resulted in the lowering of the quality, easy higher degrees and diplomas with little struggle to get the public money, and a short shrift to academic merit and competence. A change in this pattern is needed.

(Contd. on page 10)

Teaching Computers to Library Science Students

V.K.J. Jeevan*

Why Computers?

Library & Information Science as a discipline and profession concentrates on fruitfully exploiting published information for the betterment of the Society. This has been achieved through certain tools and techniques like, bibliographies, catalogues, classification schemes, indexes, subject headings, databases etc. The socio economic factors in the post war era and the continuous technological revolution happening since then lead to a massive growth of intellectual information content. The doubling rate of information sources in any field is quickly diminishing and it has become extremely difficult to have live bibliographic/information control over these sources by mere manual means, howsoever effective are the techniques and efficient are the manpower employed. Library & Information Practitioners were the front runners in adopting and adapting new tools and techniques for their professional excellence. Out of all the tools available so far, computer is the most significant one as the same machine can be used not only for automating various operations, but also be simulated or mimicked to achieve certain level of 'artificial' intelligence.

Present Status

The 'Universities Hand Book India', (26th Ed, 1995, AIU, New Delhi) lists around 71 universities conducting B.L.I.Sc. out of which 52 have M.L.I.Sc. courses also. But the introduction of computers has not gone further than teaching few theoretical topics on Information Technology. Some of them with computer facility may be just exposing that as a ritual to M.L.I.Sc. students. The specialised Associateship in Documentation & Information Science (ADIS) by Documentation Research & Training Centre (DRTC), IIS, Bangalore (stipulates B.L.I.Sc. as the minimum qualification) and Associateship in Information Science (AIS) by INSDOC, CSIR, New Delhi (relaxation of B.L.I.Sc. is given to postgraduates of some subjects) teach more computers than library science in their courses. A similar course of M.Sc. Information Science (2 years) is offered at Birla Institute of Technology, Ranchi. Madras University has also merged their individual courses in Library Science to a 2 year M.Sc. Information Science course. Some universities are starting similar courses

in Information Technology/Information Science at the Masters level like Guru Jamneswar University, Hisar and Babasaheb Bhimrao Ambedkar University, Lucknow. The University of Mysore and Kerala (Thiruvananthapuram) provides an year long post M.L.I.Sc. Diploma in Information Technology. Guru Ghasidas University, Bilaspur has also recently advertised for the same. The Central University, Hyderabad, conducts a Postgraduate Diploma in Library Automation and Networking (PGDLAN) in Distance mode. On an average an Indian student spends more time on college and university education and over burdening of such special courses will be scrapped as the same topics can be easily attached with the existing formalised courses to revitalise them. If the spread of DCA and MCA are any indication, more universities may soon be shepherding to start such Diploma courses. The UGC's National Centre for Science Information (NCSI) at Indian Institute of Science, Bangalore got a unique 'One Year Training in Computer Applications to Library & Information Services'. The candidates selected on the basis of written test and interview will be awarded a stipend of Rs. 4000/- per month (unfortunately the parity with UGC JRF is broken in recent times. The Centre should also try to provide hostel facility to attract talented students from distant places).

How Computers?

Modernisation of any activity in our country followed two diverse routes, viz. the top-down approach or the bottom-up approach. Such a hazy practice has happened unfortunately in the application of computers in library and information training also. DRTC and INSDOC were the pioneers in the country to introduce computers in library & information studies. This top-down approach started 2-3 decades back gave a misconception that teaching computer science by tolerating library disciplines is an easy route to fetch the limited jobs available and to shine in the profession. The bottom-up approach is in the evolving stages now under the patronage of NISSAT programmes, short term courses by INSDOC, IASLIC etc, assistance of UGC to University Teaching Department of Library Science (UTDLS), and steps taken by INFLIBNET to computerise and network selected university libraries. Merits and limitations of any of these approaches is not the subject matter of this paper. Computer Science and Engineering is a very vast and dynamic discipline and a host of other disciplines use computers to learn

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their professional subjects in a better way thereby to perform efficient in one's job. But the library science personnel are learning computers as a passport to safe heaven by victimising their own professional roots. This trend has to be arrested, the earlier the better, for Library Science discipline and profession. The maturity exhibited by other disciplines in adopting computers should act as guidelines in this venture.

What Computers?

Library & Information Science involve various tasks, right from clerical jobs to complex management operations. So the exposition of computers to such a professional training should encompass all the important areas of computers which could help one in performing well in the actual professional work place. An illustrative (not exhaustive) list of topics that will improve the computer skills of a library science student are :

a) *Operating Systems* : Students should be made comfortable with essential operations on the major platforms of DOS, Windows and Unix.

b) *Word Processing* : Important software packages like WordStar, Word Perfect, MS Word etc, should be introduced to the student and make them conversant to type and take out prints of letters and reports, that are relevant to library operation.

c) *Programming* : We can teach any amount of programming and our intention is not to baptise Library Science students to Programmers. But some feeling of programming in a high level language like C or its variants will be given to the students. This may help them to be confident when the situation demands some programming constructs. The basic training thus given can be later improved as per the taste and interest of a person.

d) *Databases* : Most branches of library science deals with development and standardisation of inventories of holdings, be it classification, cataloguing, indexing or documentation. Computerisation of manual tools like catalogues gave wide flexibility and usage to library databases. The budding librarians should be exposed to different aspects of database management, stressing both theoretical and practical aspects. General database packages like dBase, Sybase etc, and specific library packages like ILMS of INFLIBNET, LibSys etc, are exposed in the right perspective. It is better to avoid the UNESCO product CDS/ISIS as it confused the entire lot of Indian library professionals by archaic features like variable field length, since it was developed at such a time when the computer memory were not so cheap.

e) *Information Products* : Students will be given hands-on experience on using and retrieving relevant information, providing information services etc with the help of bibliographic, full text and statistical databases on CD-ROMs, Online, and other computer media.

f) *Internet* : Internet is termed as the biggest among existing digital libraries. It offers a gold mine of information and hence quite natural that it will act as a well equipped laboratory for tomorrow's librarians. Using and searching the internet is child's play now and students should be introduced of the various resources available and facilities offered by internet viz., e-mail (store and forward messaging through computer network), listservers/chat forums/bulletin boards (for subject specific discussions and latest news on a host of topics), ftp (to transfer files from a remote computer), telnet/rlogin (to use the computing power of a remote machine), WWW (World Wide Web, most significant internet protocol now, which supports interfacing of diverse media and sources and tremendous information can be accessed in a non-linear or hypertext mode) etc. Training must also be given on creating html documents and to interface local contents and services to web as once you are on Internet/Web, you ought to have an international reach. There is also enormous scope for high quality research on web cataloguing, internet reference services, classification of web resources and the like. Imagination and curiosity is the only limit for an information professional on the internet.

g) *Library Science* : Teaching of library science subjects should also be enhanced using computers. Think of the situation of giving DDC on computer media to students in the classification laboratory. Once the students are exposed of library application packages, they should not find it difficult to grasp the theoretical deliberations of system analysis/information retrieval. The UTDLS should seek to get important reference sources on computer media in their University Libraries so that they may be explored by the students in the reference services class.

Implementation

A pragmatic approach to realise what we have mentioned so far in the existing state of utter chaos has to be worked out. UGC should insist on UTDLS to designate at least one of their teaching posts to Computer Applications (some have already done so) and recruit only persons with a B.Tech./M.Tech. in Computer Science to that post. Such recruits may also be encouraged to attain some library science qualification at a later stage. To help them in the practical sessions,

one laboratory assistant with a 3 year Diploma in Computers/Post B.Sc DCA may be recruited. It is presumed that a decade of computer testing by UTDLS have enabled them to get at least one PC of decent configuration (a high end Pentium with multimedia and other goodies cost now around Rs. 50000-75000) with relevant software add ons. The UTDLS could also try to get some slots to use sophisticated computer facilities in the Computer Centre, or other teaching departments with good computing facility in the University Campus/Academic Circle where they operate.

How to find time to include computer courses in the existing laborious schedule is another question. The existing course structure of separate Classification and Cataloguing for both Theory and Practice at B.L.I.Sc. level will be merged to accommodate one theory and practical paper each for "Introductory Computers for Library Work." The number of papers at M.L.I.Sc. level in many Indian Universities is one less than that for B.L.I.Sc. even after treating the dissertation work as a full-fledged paper. The present approach of teaching more than one paper on Documentation/Reference Service/Information Retrieval/Information Sources etc, may be merged to find space for one paper. Thus we can add two more papers, one each in theory and practical for "Advanced Computers for Library Work." The course structure would be modular in approach, with sufficient proficiency to be built up in two stages.

The UTDLS can also seek the support of computerised special libraries in their locality for any extra infrastructure or professional support needed. Students also should be sent to summer training of one month duration after B.L.I.Sc. and M.L.I.Sc., apart from encouraging to take up live problems from the working environment for dissertation work in such libraries. The professional experience of working professionals may also be utilised in such tasks.

Where Do We Go from Here?

With the availability and affordability of computers and other information technology tools and the massive growth of Internet (and WWW in particular), the library and information activities are passing through a paradigmatic change. The library ownership of information sources itself is transformed from mere ownership to leasing to pay-as-per-use. So far we are much concerned about published (printed) sources. With the new IT tools, it makes very little difference between published and unpublished information. Even the published information is manifested in diverse forms like print, CD-ROMs/floppy or other computer media, online through gateways like Knight-Ridder, Ovid etc, and Web (Publishers like Elsevier, American Institute of Physics, and Institute of Physics Publish-

ing prefer subscribers to receive their journals via WWW). The restructuring of UTDLS and their professional networking with computerised libraries and working professionals as visualised in this paper will go a long way in redefining library instruction in this country. It is the judicious task of those with a professional bent of mind to explore and utilise the new options available for a healthy/wealthy tomorrow. By making budding librarians computer proficient, we are ensuring them to be on a stern footing to face the challenges offered by the technological advancements on all aspects of scanning, collecting, storing, organising, and servicing information, with ample confidence. The UTDLS can then feel satisfied that they have not shaped mere librarians, but cybrarians/infocrats of tomorrow today. □

Higher Education

(Contd. from page 7)

Higher education in India for the twenty-first century must be able to self-finance its needs on the basis of its social relevance and vitality.

Yet another issue which merits consideration is the ability of the future higher education to provide sustainable community development. This must be considered as an integral part of the attempt to remodel the personality of the student. Self-employment of the receiver of higher education must be considered as one of the more necessary and urgent exigencies at the community level. Stress on application of knowledge must form an essential part of the learning process. Practical relevance of the curricula, operation of the educational principles, and excellence in consilience with national goals should be the watch words in higher education. Encouragement to broad humanistic perspective involving critical thinking and support to national enterprise within the international arena must be galvanized.

On the evaluation front, there should be a continuous evaluation of both the teaching and the learning process. This is based on the simple but fundamental principle that teaching itself is a two-way process and the teacher learns himself/herself as a part of the teaching. This requires a redefinition of the objectives of higher education. There is also the issue of taking some hard decisions regarding the growing number of those who are unprepared or not quite ready to take advantage of quality higher education. The commitment to the idea that education should lead to building character is the need of the hour. All these can be attempted only when the student, teacher, and the society come together to improvise. □

Legal Profession Versus Legal Education

Suggestions for Improvement

S.K. Singh*

Introduction

India is a peculiar democracy in contrast with the other democracies of the world. Indian society is divided in various segments such as upper caste, lower caste, forward and backward etc. Society further consists of various religious groups such as Hindu, Muslim, Sikhs, Christians and Parsis, etc. In such a social structure every human institution must be prepared to face the varied challenges. Legal education is one of the most important pillars of justice delivery system. The quality of legal education in a democracy like ours is bound to effect the quality of judicial process and administration of law at all levels.

A democratic country is duty bound to provide socio-economic justice to its people. For delivering justice one must know the meaning of justice and thus the role of legal education in the life of every person becomes important. It is the legal education which is responsible for inculcation of democratic values in the human being such as equality, liberty, freedom and dignity. If we turn the pages of freedom struggle of our country we shall find that the leading freedom fighters were those persons who took legal education from foreign countries specially from England and learnt there about the meaning of equality, liberty, freedom and justice. On coming back to India they realized the trouble and miseries which were being suffered by Indians and waged a war against the tyranny of Britishers.

In the present social setup no one can deny the importance of legal education. Due to technological advancement, now it has become essential to reshape the legal education so that it may cope with the challenges of the next millennium.

Historical Background

(i) Position of legal education in British India

Britishers came to this country for the purpose of trade, which they started through a company popularly known as East India Company formed in 1600 in England. They took the opportunity of weak Moghul empire and started acquiring territories for

which they established courts. In the beginning the courts were presided by merchants who were having very rudimentary knowledge of law, but latter on legally trained persons were put for the job. Few dismissed servants of the company started to work as pleaders in the court.¹ Those who practised law were devoid of any legal training or any knowledge of law. They had adopted the profession in the absence of anything better to do.

First concrete step in the direction of organising a legal profession was taken through Regulating Act 1773 which empowered the Supreme Court to enrol advocates and Attorneys-at-law to the court. Attorneys of Record were to be the authorised to appear and plead and act for the suitors in the Supreme Court. The term 'Advocate' at the time extended only to the English and the Irish barristers and Indian legal practitioners had no right to appear before these courts. In 1793, Indian Vakils were issued Sunnuds by Sadar Diwani Adalats who were allowed to practice in company's courts. The Vakils were by and large ignorant of the law and charged exorbitant fees. Regulation XII of 1833 provided for appointment of qualified persons to be enrolled as pleader of Sadar Diwani Adalat. Legal Practitioners Act 1846 provided for appointment of persons of good character and duly qualified. Legal Practitioner Act 1853 permitted Barristers and Attorneys to practise in company's courts whereas Indians were kept out of Supreme Court. The reason was that the authorities hold poor opinion about native lawyers. For long there functioned non-licensed inferior grades of practitioners in the *mufussil* known as *mukhtars*.

In 1861 three High Courts were established at Calcutta, Madras and Bombay. At this time three bodies of practitioners viz. Advocates, Attorneys and Vakils² were in existence. Clause 19 of Letters Patent 1865 of the High Court of Calcutta empowered the court to approve, admit and enrol such and so many Advocates, Attorneys and Vakils as the High Court shall seem fit. The introduction of the Barrister and Attorneys element improved general level of the profession in the early stages and their independence and learning added considerably to the strength of the bar. Vakils were not authorised to appear before Supreme Court but the High Courts allowed them which increased the prestige of Indian Lawyers. In

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course of time several other High Courts were established in India and Advocates, Attorneys and Vakils were authorised to appear on behalf of suitors. High Courts were authorised to make rules for qualification and admission of its advocates and vakils. The Legal Practitioner Act, 1879, provided for enrolment to only those practitioners who had taken LL.B. degree from Indian Universities. Under Section 41, the High Court could dismiss any advocate or suspend him from practice by giving an opportunity of defending himself. Bar Council Act, 1926, unified two grades of legal practitioners, the Vakils and Pleaders, by merging them in the class of advocates. It also provided for making rules for giving facilities for legal education and training.

(ii) *Position after independence : Role of Bar Council*

Advocates Act, 1961, provided for the constitution of State Bar Councils and All India Bar Council. Besides the other things, the Act entrusted the Bar Council of India to promote legal education and to lay down its standard in consultation with the universities.

Though the Bar Council of India was given the responsibility to monitor the legal education in 1961, its impart in India begun much before this. Law courses were started in the Hindu College, Calcutta; Elphinston College, Bombay and Madras in 1855.³ In course of time, legal education expanded and several institutions at various places began imparting it. The primary aim of legal education at the time was to equip law students so that they could help the lower courts and the High courts in the administration of justice by enrolling themselves as Vakils or becoming judicial officers, and thus serve the interests of the administration. The study of the law was not taken seriously.⁴ The conditions of law schools were not too happy. No University desired to run a law school on a deficit basis. A law school had to be a self-financing institution, and if possible a money making concern so that it could feed the teaching of other disciplines in the universities and colleges. There was no similarity in the content and duration of courses among the universities. Most of the law teaching was conducted by the professional lawyers on a part-time basis. There was no tradition of research or academic legal writing. Neither proper text books nor adequate law libraries were present into law schools. Whatever books available were those written by practising lawyers and primarily designed to meet the need of the profession rather the law students.

After Independence there has been only quantitative expansion of legal education. Majority

of law colleges were poorly staffed. Some colleges adopted regional languages as medium of instruction and examination. Mass education in law has declined the standard of teaching and evaluation. One can pass LL.B. examination with minimum effort mostly confined to learning of bare essentials through guide books. More than 70% of legal education is imparted by degree colleges. Question papers are set traditionally by following the previous year's question paper. Talk and chalk method is still adopted in majority of law colleges for teaching. Most of the LL.B. degree holders do not know how to search a ruling in reporters. Copying, even mass copying, in the examination is still prevalent in substantial number of law schools. At some places students are told by the teachers themselves to fill the answer books without caring about the correctness of answers as most of the examiners never read LL.B. answer books. One can very easily spot one or two answer(s) book in a lot of fifty where not a single sentence is relevant to question paper is present.

Objectives of Legal Education

We must have legal education which can fulfil the need of the society and country as well. We are no longer a *laissez-faire* but a welfare state and in a welfare society law plays a very important role in every affair of human being. Law serves as an important instrument to achieve socio-economic development.⁵ Today law is not viewed merely as an instrument of social change. Therefore the aim of legal education should be not only to produce good lawyers but also to create cultured, law abiding citizens who are inculcated with concepts of human values and human rights; who can serve humanity in various capacities such as, administrators, law teachers, jurists, judges, and industrial entrepreneurs etc.

As far as creation of good advocates and solicitors is concerned, the legal education should aim at equipping them with legal techniques and professional skills. An advocate must be tolerant, must listen patiently other man's point of view and not hazard opinions without some basis. He should be rational, secular keeper, willing to work hard, competent to communicate having good expression, must have critical understanding of human institutions and values. In addition to these qualities he should have manipulative skills and creative power, sound in logic and objective. In the present era of technological advancement a legal practitioner must be aware of computerised system of functioning. The aim of legal education should also

be to give knowledge of theory and philosophy of law and its engineering role in the modern society.⁷ One of the most important objectives of law teaching should be to produce good law teachers, researchers and eminent jurists in the field of law, who can imbibe students with the principles of rule of law, social justice, and can develop in the students, the personal qualities required to uphold the noble ideals of freedom fighters.

To achieve above objectives, some suggestions are as follows :—

i. *Establishment of Pedagogical Institutions*

Now time has come for the establishment of at least one Legal Pedagogy Institute in every state which can work as a research institute to suggest ways and means for inculcating above qualities in lawyers and law teachers who are the real source of law delivery system.⁸ The Institute's main objective should be to provide teacher training and faculty improvement programmes. It should be given the task of organising orientation and refresher courses for in-service law teachers. Fresh law teachers, soon upon joining, will be enrolled where education concerning methods of teaching law and practical skill for teaching, assessment, communication and research will be imparted. The Institute should also act as a data bank and evaluation agency for legal pedagogy in the country. It can also be the agency for devising and preparing teaching materials and for handling publications in the field of curricular planning and examination techniques, law school admission test and related matters. This institute must have some core faculty and some visiting faculties who shall be responsible for innovation in postgraduate legal education and research. It must also bring out a journal of higher legal education and advanced socio-legal research.

ii. *Restriction on Admission*

Legal education is a professional education like Medical and Engineering. There was a time when legal education was preferred in comparison to medical and engineering but the situation is reverse today. The reason of this reversal may be attributed to over-flooding of law graduates. There applies a simple principle of market force, that is, if goods are produced more than requirement it shall fetch less price. Today's situation is that if a person has nothing to do, he joins LL.B. Universities have prescribed minimum qualification for getting admission in LL.B. degree as a graduate in any subject, may be Medical, Engineering, Ayurveda, Unani, Architecture, Agri-

culture, Art, Science, Commerce and so on. Legal education is open for all, whereas such type of openness is not available for seeking admission in any other discipline. Former Chief Justice of India, Justice A.M. Ahmadi has drawn the attention of legal fraternity as well of the Indian Universities towards this problem. He has given a call to check the mushrooming growth of law graduates. The Chief Justice has suggested the introduction of All India entrance test for aspiring lawyers.¹⁰ Justice Ahmadi has also suggested for setting up of a Legal Education Committee to keep an eye on the functioning of law schools in the country and suggested the closure of those which did not deserve to exist.

The state of student motivation plays a very important role in the success of any pedagogic innovation. A lot of students come for legal studies without any motivation or objective. At the same place, students who join law are weak in preliminary under graduate courses, know very little about geography, history and day-to-day social happenings. Therefore, it is suggested to device an all India or State level entrance test which can take into account all the factors discussed under this topic, to check the growth of "half-baked" law graduates.

iii. *Effective Teaching*

The real strength of the country lies in the development of human mind and body. The great challenge for our legal fraternity today is to prepare future lawyers, judges, jurists and administrators. An eminent philosopher of China, Kuang Chung Trung, said in 7th century B.C., "if you wish to plan for a year, sow seeds, if you wish to plan for ten years, plant trees and if you wish to plan for life time, develop men." Researchers have repeatedly corroborated the fact that the progress of a nation squarely rests on the teachers. That is why first sentence of Education Commission Report (1964-66) started thus : "The destiny of Education is inside class-rooms."¹²

The first step to improve the quality of legal education is effective teaching. A teacher should aim at teaching the students in such a way that the students learn what is to be learnt. The teacher should not aim at exhibiting his wide knowledge or intelligence but aim at making the teaching and learning process effective.¹³ Every teacher has to be an expert communicator today one finds teachers without possessing communication skills. It has been reported that a lecturer of 18 years of experience was found standing in attention position for the whole period without making any movement of head, hand and eyes and

explaining from the book.¹⁴ A teacher may communicate by use of gesture, voice, dialogue or humour etc. While teaching the teacher should exhibit a cheerful disposition so that the students are not afraid and feel free to ask doubts if any.¹⁵ Personality dimensions, professional motivation, interests, attitude to the profession, self-concept, and academic background etc are responsible for effective communication.

There are several methods adopted by teachers such as lecture, discussion, case analysis, seminar and panel discussion etc. Since the lecture is the most common method employed by the law teachers in majority of law schools, it is necessary to know about the aspect of effective lecturing. A teacher must be in a position of explaining with clarity and must generate interest among students. An effective lecture must be clearly structured, main points given should be understandable and clear, examples and cases given must be relevant and interesting. The pace of lecture should be appropriate to the level of students and the material covered should be right. It should be clearly audible, well-prepared and should keep students attentive throughout. The lecturer should look and talk to the students and not to the furniture.¹⁶

Objective of legal education is a little different from other disciplines. The major beneficiaries go to bar for legal practice therefore they must be equipped with offensive and defensive skills. Highly structured decisions of appellate courts should be discussed in the class. Problem posing method is most naturally suited to legal education. Every law is an answer to a problem and a problem is always in search of an answer, therefore law ought to be taught with the help of problem solving methods or case method. The case method emphasizes learning both in the left and right hemisphere of the brain, particularly in learning from decision making situations. Recent discoveries on the functioning of the brain indicates that the left part of the brain specializes in logical, sequential and linear functions and the right part in relational and holistic functions.¹⁷ Case study method links the class room to the realities of legal profession.¹⁸

Discussion method of teaching is a kind of lecture method. Lecture method is one-way communication, usually by talking to the group, whereas discussion is a two-way communication usually by talking with the group and by involving the students in the learning activities. The latter provides the opportunity for classification and expansion of the lecture through the group discussion. Available researches

support the effectiveness of discussion techniques, compared with the traditional lecture method. Discussion elicits higher levels of reflective thinking and creative problem solving. There is also evidence that students often prefer to participate in discussion rather than being passive learner in a lecture.¹⁹

Another methodology which should be adopted for teaching is seminar and panel discussion. A seminar is a type of group discussion where one student or several prepare a paper on a given topic, which is then presented to whole group for discussion and analysis. A panel discussion is conducted by three to six speakers which is listened to by the audience and is followed by general group discussion.²⁰

The truth lies in the statement that India cannot produce great jurists without fundamental transformation of teaching in law schools. One can prepare a best curriculum but it will serve no purpose if teachers who uses it are of inferior quality. Today our definition of good law teacher is one who can create an interest in the subject. Furthermore dialogue in the classroom demands skill in communication at a certain level of sophistication. In absence of good communication technology, the dialogue may remain as the dialogue of the deaf. Therefore it is very important to give law teacher a specialised training in communication skills.

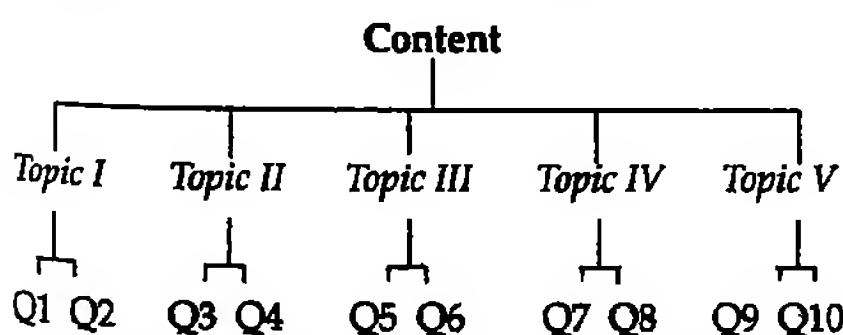
(iv) Fair Examination

Fair examination is the soul of education. It is one of the most important aspects of effective education. Malpractices in examination is one of the main stumbling blocks in the qualitative progress of legal education. These malpractices are of various forms. Malpractices in examinations have been a subject of nationwide debate and discussion and a matter of great concern in provinces like Uttar Pradesh, Bihar and Orissa.²¹ Few states have also legislations like 'Anti Copying Act,' but even then there is no check on unfair means in the examination. In majority of law schools the system of only one examination at the end of year is prevalent. In such type of system heavy mental strain and fear of possible failure impels the examinees to take the recourse of copying. So it is suggested to introduce a system of continuous periodic internal assessment so that a sincerity among the students as well as teachers is granted in this regard.

Our present evaluation system is also responsible for the malpractices in the examination. Our evaluation system is poor in quality and unreliable in nature. If a student is caught using unfair means,

he is punished but if a teacher is liable for wrong evaluation, there is no punishment for him. Nimit Chowdhary has given some eye opening statistics in his paper.²² According to him in session 1994-95 the student who ought to be placed first, was given 23rd rank. In session 1995-96 the student who ought to be given first position was placed at seventeenth out of 30 candidates. The second piece of information which he supplied in his article is that none of the toppers of the last three batches has found a satisfactory employment till date. The students rated best by the university proved to be failure while those who were placed lower in the merit proved to be gold.²⁴ This puts a big question mark on the credibility of evaluation as well as on examination system of the universities.

Design of question papers is another important element of fair examination. Many universities are still continuing with the traditional descriptive type of question paper with an element of wide choice, a kind of 5 out of 10 pattern. This system has three inherent weaknesses. One, there is a stereotyping of questions with a high degree of predictability. Two, because of the wide options available to the student, selective reading gets encouraged to the detriment of development of holistic perspective. Last, but not the least, such a long answer type of question paper places a heavy bias on expression (linguistic skills) and presentation (hand writing, use of sketch pens etc).²⁵ Faulty scheme of option also hinders the assessment of the content. For example, a testing package with 50% option, a candidate can even score cent per cent marks by the omission of 50% of the total course. It does not mean that test construction should opt a rigid approach. Provision for options in an examination is a must in a democratic environment but it should be administered without effecting the content validity. To achieve this it is ideal for a test constructor to provide options within the topic of the content and to avoid inter-topic options from the content area. The pattern of the options is illustrated as follows :²⁶



In the above layout the options could be made as (1) Q1 or Q2 (2) Q3 or Q4 (3) Q5 or Q6 (4) Q7 or Q8 (5) Q9 or Q10 (here Q stands for question). Paper-setter should try to ask questions covering the total

content. Moreover question paper should pay weightage to multiple choice questions (MCQ), short answer type questions (SAQ) and long answer questions (LAQ). These three sections of a paper would carry almost equal weightage. Such a distribution would test all the three basic abilities of information, application and expression. The MCQ and SAQ sections may be made compulsory to ensure coverage of entire course, whereas LAQ section might enjoy an element of choice. A great portion of these questions should be problem and case oriented so that the students are compelled to go through the standard books and law journals. A related spin of such a paper design will be a pressure on the faculty to cover all the chapters thus ensuring regular classes.²⁷ With the introduction of computers in the field of evaluation, the MCQ pattern of question papers has become extremely easy, quick and precise. Appropriate software can be developed which can be much helpful in quick and correct evaluation.

Non-completion of courses in time and poor quality of teaching may also be attributed to use of unfair means by the students in the examinations. There should be proper emphasis on regular teaching and hence required number of experienced and efficient teachers in the law colleges and universities must be appointed.

(v) Up-to-date Curriculum

Essential purpose of legal profession is to prepare every member of legal profession to discharge his role in the administration of justice. The true function of administration of justice is to enforce and maintain the values and rule of law.²⁸ Legal education must not be confined merely to the knowledge of letters of law but to inculcate in each member of legal profession a moral content of law which equates law with justice, therefore emphasis on the legal ethics is essential. The protection of human rights and fundamental freedom guaranteed in the constitution is primarily the responsibility of legal education.²⁹ Curriculum of our legal education should respond to these objectives.

Curriculum is the foundation stone on which students build their future, therefore it is important to plan curriculum with great care. Curriculum is much more than a printed syllabus. It is the sum total of all the experiences and activities in which the students and teachers are involved to achieve the very objective of legal education. Curriculum should be designed in such a way so that linkage is established with the industry also. Periodic workshops and seminars must be a compulsory part of the curriculum,

which can highlight the importance of legal education for the society. Moot courts should be made compulsory portion of syllabus. The outdated and outmoded course structure must be changed.

The Bar Council of India has been considering revision of LL.B. curriculum for both five year and three year law courses. It held an all India consultative meeting of the universities imparting legal education and several recommendations were made in respect of improvement in legal education. One of them was the revision of curriculum for LL.B. courses. It has been decided to have 21 compulsory legal papers in addition to 4 compulsory practical training papers and three optional papers. It was also decided that only two optional papers to be taught in a year preferably in the last three years in case of five year law course.³⁰ Two types of law courses are being run by law schools in the country — one is three years course, which is the most common in our country, and the other is five years course. Suppose someone wants to appear in a provincial judicial service exam., he has to go for three years graduation + three years LL.B. + one year court training + 3 years practice at bar. (This is for those who have opted three years law course). It means that after 10+2 the student has to give his 10 valuable years to the legal education for becoming a judicial officer whereas for any other state of central services he has to go for 3 years graduation course. Why there is so much illegality for legal personnel. LL.B. has got a Bachelor degree status in the government departments, public service commissions etc, then what is the fun in wasting 5 or 6 years for LL.B. Even Medical and Engineering courses are of four years duration after 10+2. Therefore it is suggested to have a four years, repeat four years course, after 10+2 and these four years should also include one year of court training. Quality of judicial officers will deteriorate if three years bar experience shall be made a compulsory qualification for appearing in the Judicial service examination, because young and intelligent students shall opt other services instead of waiting three years for PCS (Judicial).

No changes in curriculum or pedagogy will be beneficial unless good text books and reading materials are made available to both teacher and taught. Presently available text books in law are oriented to banking concept and they do not stimulate any critical thinking on the subject. There is a need to develop the habit in law students of reading cases from original reports. Legal education has also to cope with the technological development. There is a need to connect libraries with internet so that global infor-

mation on the subject is available to the students and teachers both.

D.P. Das rightly argues that studying law has become a matter of ridicule, now-a-days. It is meant for the worst students who have no alternative way for flourishing their career in Medical, Engineering, Management, Science and Agriculture.³¹ Time has come to ponder over the matter for its improvement. Such state of legal education cannot be allowed to remain for years together.

Conclusion

As Roscoe Pound has well stated 'law is social engineering.' Therefore to give proper shape to society law practitioners as well as law teachers have to be shaped in a well-fashioned way. Lawyers and teachers come out of the same kiln therefore the curriculum should be framed in such a manner that it produces the best stuff. Legal education must be aimed to provide skilled, competent value-soaked and conscientious lawyers, judges and law teachers. Goodness of any system depends on the quality of the persons who operates it. Good persons shall only join law if they are marketable after coming from the law schools. Thus for improvement in the administration of justice there has to be a check on the admission as well as on the mushrooming of law colleges.

Due to technological advancement and globalization, legal education has to be reshaped to meet out the new challenges of global market. By signing GATT/WTO agreement, India has in principle agreed to effect some changes in the existing legal framework pertaining to trade and investment. Thus legal profession in India has to meet out the need of new brand of legal consumers, that is multinationals. Legal expertise would be required to finalize joint ventures, business negotiations and trade agreement etc. Indian legal education has to be geared up to rise to the occasion.

Notes & References

1. Jain M.P., 1990. *Outlines of Indian Legal History*, 669.
2. Advocates were the Barristers of England or Ireland but the Vakils were Indian practitioners.
3. *Supra* note 1, at 696.
4. Although India could boast of many outstanding lawyers. Lawyers were at the time in the vanguard of the independence movement, yet by and large, this was not because of the quality of legal education being imparted in India. If a person wanted to be on top in the legal profession, he had better to go to England to acquire Bar-at-law as much more prestige and social status is attached to this qualification rather than to mere LL.B. from an Indian University.

5. Maxwell Cohen, 1950. Condition of Legal Education in Canada, 28, Canadian Bar Review, 294.
6. See L.C.B. Gower, 1950. "English Legal Training — A critical survey," 13, Modern Law Review, 137.
7. Report of the committee on Reorganisation of Legal Education, 1964. University of Delhi.
- Julius Stone, 1959. *Legal Education and Public Responsibility*, 356.
8. See Harold D. Lasswell and Myres S. Mc Dougal. 1943. Legal Education and Public Policy, 52, *Yale Law Journal*, 212.
9. Professor Baxi had suggested for such Institute in 1975.
10. Inaugurating the 3-day All India conference of lawyers organised by Bar Association of India, Justice A.M. Ahmadi made this suggestion on 18/11/94. *University News*, 1994 (18). Justice A.M. Ahmadi. Improving Legal Studies and Research, 1996. *University News*, 39(20). Here Justice Ahmadi has expressed his sorrow for not doing anything to check the fall in the standard of legal education.
11. Ahmad Mufeed S.L. 1996 "Teaching Methods and Their Effectiveness in Management Education", *University News* 19(9).
12. Prema P., "Professional Assessment of Teachers in Higher Education", 1996. *University News*, 25(7).
13. Muthu Kumaran S. 1995. Teacher Effectiveness, *University News* 10(8).
14. Mohanty S.B., 1997. "Excellence in Training of Higher Education Teachers," *University News*, 36(5).
15. *Supra* note 13.
16. *Supra* note 12 at 8.
17. *Supra* note 11 at 10.
18. *Ibid.*
19. *Id. at 9.*
20. *Id. at 11.*
21. *Ibid.*
22. Chowdhary Nimit R. 1997. Towards an Effective Evaluation System : A Prescription for Management Education, *University News*, 44(11). Mr. Chowdhary has given few statistical data in his research paper from Faculty of Management Studies, M.D.S. University, Ajmer.
24. *Ibid.*
25. Dube R. 1996. Reforming the Examination System, *University News*, 37(5).
26. See Sunil Job K.A., 1998. The Pivotal Issue in the Examination System, *University News*, 11(5).
27. Dube Rajneesh, 1996. Reforming the Examination System, *University News* 37(6).
28. Verma J.S., 1998. Purpose of Legal Education, *University News*, 7(12).
29. *Ibid.*
30. Circular No. 4/1997 of Bar Council of India dated 21/10/1997.
31. *Supra* note 21. □



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Serving The Nation : A Moral Responsibility

Dr. M.K. Mani, Chief Nephrologist, Apollo Hospitals, Chennai, delivered the convocation address at the third annual convocation of NTR University of Health Sciences, Vijayawada on Thursday the 4th February, 1999. He said, "What we get by reading is the distilled wisdom of others. It is necessary, and we must do it, but there is something more important, and that is to learn from our own experience. Reason, Observation, and Experience are the Holy Trinity of Science. Why do we not trust ourselves? An important reason is that we do not really know what we are doing. The patients we remember are the spectacular successes or the dismal failures, but they are always the exceptions, and do not represent the true behaviour of the disease. We cannot draw on our experience if we do not record it. Documentation is our Achilles' heel. We must make sure that all our experience is recorded. That is half the task. The other half is to review the records from time to time. This has two advantages. If we make an honest appraisal, we will find deficiencies in our own performance, and can improve on it. The second is that we may make genuine contributions to the world's body of knowledge." Excerpts

A convocation address is traditionally directed at the graduates of the year, and I mean to follow tradition. The odds against anyone getting into a medical course in India today are very great. There are 15 times as many applicants as there are seats, and by entering a medical college you have proved yourselves to be the pick of the bunch. Going beyond that, you have been selected for postgraduate courses, and have now satisfied your examiners that you have enough knowledge to merit the coveted degree. It is a matter for appreciation and congratulations. My question to you now is, where do you go from here?

Many young medical women and men have their eyes set on the United States of America. That is God's own country, with facilities for research to satisfy the intellectuals, and enough money for a comfortable and often a luxurious life. No one can blame you for seeking a future there, but yet I would ask you to pause. We are almost the poorest country in the world. Do you know how much money we earn? The per capita income of the

Indian is Rs. 9321/- . In the last financial year, we paid income tax at an earning of Rs. 40,000/- a year, and just 1.3% of the population paid tax, that is, only that number of us earned more than Rs. 40,000/- . The Government in its wisdom has drawn the poverty line at Rs. 1300/- , and no less than 37% of us earn below that figure. 13% of Americans are below their poverty line too, but there is a fundamental difference in the concept of poverty here and there. 41% of the American poor own a house of some sort. 67% have air conditioning, 70% own a car and 97% have colour television. It is better to be poor in the US than to be rich in India. What do the poor in India have? Our qualification to rise above the poverty line is based on a bare minimum of calories for subsistence and one set of clothes a year.

Do I sense some impatience? What does all this economics have to do with you? Let me tell you. This poverty stricken country, this basket case, has given you a medical education for a pittance, a mere few thousand rupees a year. I paid

Rs. 280/- a year by way of fees when I was a student. A few years ago the Madras High Court assessed the cost of educating a medical student to be Rs. 1,40,000/- a year. Your counterpart in the US pays more than \$ 20,000/- a year in University tuition fees alone. Every Indian who obtains a degree from a Government Medical College, paying a trifle for his education, owes a debt to the country and its people, and I believe it should be repaid with interest in the form of service. If you give your services to a rich country like America, it means that India is making a donation to the richest country in the world.

I do not apply the same standard to doctors who paid a realistic fee for their education in a private medical college. Let them go and do as they wish. It would be good if they felt an urge to serve their fellow citizens, but I would not hold them to it. They do not owe the people of India this huge debt. I ask the rest of you to remember that your education has been a gift from your motherland, and make your plans accordingly. I am not asking you to do anything I did not do myself. In 1970 I was head of my own unit in Australia, but gave it up to return here to be an assistant in the Stanley Medical College in Madras.

Obviously there are some Indians who should settle abroad. Someone like Hargovind Khurana. Among younger Indians I know of a few who are doing work of a standard they may not have achieved here. The facilities and the ability to interact with intellectual giants brings out the best in them. I will name a couple out of the few I know. VS Ramachandran, the Neurophysiologist, Manickam Suthanthiran, the transplant immunologist. If the rest of the Indian diaspora claim they are staying there to do research there is nothing to show for it. There is nothing substantial about their contribu-

tions to the sum total of medical knowledge. What keeps them there is the easy money. It is every person's right to make as good a living as possible. I have no authority to deprive you of that right, but I ask you to think of the debt you owe your country too. It is not all sacrifice. There are advantages to working here. The people of India treat a doctor as someone special. We receive affection and adulmentation for merely doing our duty. In the US you will receive large amounts of money, but some things are worth more than money. One specious argument you will often hear is that the doctor's task is to serve humanity and it should not matter where that humanity lives. If a good doctor leaves America, there will be many to take his place, but we are short of good doctors, and if you think you are good, you should feel committed to stay here, for your absence will be sorely felt.

Some at least of you will stay in India and my remarks are intended mainly for you, though they would perhaps be of value to doctors anywhere. A popular management author enunciated what is known as the Peter Principle : in a hierarchically structured administration, people tend to be promoted up to their "level of incompetence". What does this mean? A candidate does a job well, and he moves up to the next higher post. He does that well, and he moves another step up. At some stage, he will prove incapable of doing the job well, and he will not get any further promotions. The damage has, however, been done. He should have been kept at the lower level, where he would have been good at his task, but now he will spend the rest of his life doing his job badly.

Let me apply that to you. All of you could have done general duties, whether in a hospital post or in general practice, but you chose to move up a step, to be consultants. It is now

incumbent on you to see that the Peter Principle does not apply to you. You should not allow yourselves to become mediocre consultants. It would have been better to remain a good general practitioner. You will come across professors in all fields who know less than they did on the day they graduated, and substantially less than their good students. You must avoid this. See that you know more each night than you did when you got up in the morning. This is more difficult than it sounds. What we know does not stay intact. Human memory is short, and we forget what we once knew. Some of it was useless knowledge, things we will not use in our work, and can be forgotten with no detriment to us or to our patients, but most of it is essential to our being medical men of quality. We must keep that in good repair.

Another problem is that the limits of knowledge are elastic, and ever expanding. We have to keep learning more and more to stay at the same level relative to the rest of the profession, and twice as much to move ahead. There were half a dozen specialist renal journals when I entered the field of nephrology, and now there are hundreds. How do you decide what to read and what to ignore? You must be selective. I suggest that you should be up to date about diseases you see often. If you are a general physician in a place like Madras, you will find many patients with tuberculosis and typhoid and diabetes. Obviously it is more important for you to know these diseases well than to be an authority on Lyme disease or Balkan Nephropathy. You will obviously study in detail those diseases you see much of, but do not neglect the others. You must have at least a nodding acquaintance with them. I suggest that, no matter how much you specialise, you must read a couple of good general journals, like the New England

Journal of Medicine and the Lancet.

A specialist has been defined as a person who knows a great deal about very little, and who goes on learning more and more about less and less till in the end he knows practically everything about almost nothing. I would caution you against arrogance about the extent of your knowledge in a small field. I prefer the term sub-specialist to the word super specialist. Whether I know more about the kidney than a good general physician or not, I certainly know less about the rest of the body. The general physician certainly has a more difficult task than I.

Life continually gets more difficult for us, because the volume of knowledge keeps growing, and every day there is more we must know. However, modern life offers some compensation in the form of an easy way of searching the literature. If there is one field that has advanced faster than medicine, it is computer science. Computers are getting less expensive every day, and even our Videsh Sanchar Nigam is helping by becoming more efficient and by charging less for its services. You can pick up the abstracts of hundreds, sometimes thousands of references in a matter of minutes. There are other advantages to computers. A good word processing programme makes serious writing so much easier. Computer programmes for statistical analysis take much of the drudgery out of research. I would urge all of you to become computer literate, and to buy yourselves a computer as soon as possible. You will not regret it.

I have spent a long time talking about reading. What we get by reading is the distilled wisdom of others. It is necessary, and we must do it, but there is something more important, and that is to learn from

(Contd. on page 22)

International Conference on Higher Education for Human Development

February 22-24, 2000

As a part of its Platinum Jubilee activities the Association of Indian Universities will be organising the above International Conference. The first circular issued in this regard is being reproduced here. Readers interested in participating may use the proforma given at the end of the circular, or reproduce it if multiple copies are required.

Background

The World Declaration on Higher Education for the Twenty First Century, adopted by the UNESCO-sponsored World Conference on Higher Education, at Paris in October, 1998, noted that there has been an unprecedented demand for, and a great diversification in higher education; and that the latter is of vital importance for socio-cultural and economic development. The declaration on higher education in Asia and the Pacific states that higher education should give every student the philosophical, historical, psychological and anthropological foundations of knowledge, must support research, pilot curriculum projects, provide expertise that facilitates access to modern technology, and amongst other things lead to internationalisation and dissemination of human and societal knowledge.

The 1996 UNESCO report, "Learning : The Treasure Within", popularly referred to as the Delors Report, visualises four functions for the Universities. First, to prepare students for research and teaching. Second, to provide highly specialised training courses oriented to the needs of societies. Third, to be open to all in order to foster lifelong education in its widest sense. Fourth, to strive for international cooperation. The report emphasises that education for all, throughout life, has to be founded on four pillars of learning — to know, to do, to live together, and to be. Clearly education goes beyond generating knowledge and applying it. Its objective has to be all-round human development.

The Objectives

The principal objectives of the present Conference are :

- To provide a platform for Indian and foreign academics to exchange views, on different issues in higher education, that are likely to have a significant impact on human development in the first century of the new millennium.
- To work towards the establishment of a regular arrangement for exchange and dissemination of information on technological and pedagogical developments in higher education.
- To create a general awareness, amongst the different stakeholders of higher education, about the changing form, responsibilities and requirements of higher education.

Themes & Sub-Themes

Realising that it is not possible to have extensive discussions on all aspects of higher education, the Conference

will focus its attention on the following :

- i) *The Knowledge Perspective*
 - The Role of Information Technology in Academia
 - The Nature of Research
 - Application of Research to Societal Needs
- ii) *The Learning Perspective*
 - The Globalisation of Teaching-Learning
 - The Pursuit of Academic Excellence
 - The Pillars of Education (to know, to do, to live together, to be)
 - Flexible Learning and Lifelong Education
- iii) *The Socio-Economic Perspective*
 - The Social Impact of Higher Education
 - Human Resource Development
 - University-Industry Linkages
- iv) *The Cultural Perspective*
 - Ancient Heritage/Roots
 - Multiculturalism in Academics
 - Unity through Sports

The inaugural session will be held from 10.00 AM on February 22, 2000. The valedictory session will be held on February 24, 2000 from 2.30 pm to 4.00 pm. Four sessions on the above themes, will be held in the intervening period. A keynote speaker is being identified for each theme, and his/her address will be followed by other presentations, and discussions.

Venue & Schedule

The Conference will be held at the Convention Centre, Jamia Hamdard, Hamdard Nagar, New Delhi-110 062.

Call for Papers

Papers are invited from the participants on the themes and sub-themes listed above. Extended abstract (about 750 words) should be sent to Dr. Veena Bhalla, Association of Indian Universities, 16 Kotla Marg, New Delhi-110 002, by Nov. 15, 1999. The extended abstracts will be circulated in advance to all participants and will form the basis for discussion. The full paper, which will be published by AIU, should be submitted before the opening of the Conference. It should be typed on one side of A4 size paper with double spacing and wide margin to the left. It may also be submitted in electronic version on 3.5 inch high density, floppy diskette and in PC compatible word 7.0 document format. A hard copy with details of file name etc should also be enclosed for fast processing.

Registration Fee

Registration fee for the Conference would be as under :

Delegates from India	Rs. 2000.00
Delegates from foreign countries	US\$ 500.00

Pre-Conference Workshops

It is proposed to organise one-day pre-conference workshop/s on the following themes :

20th February, 2000 Theme 1 : Quality Assurance and Accreditation

20th February, 2000 Theme 2 : Unit Cost in Higher Education

21st February, 2000 Theme 3 : Performance Indicators of Distance Higher Education

21st February, 2000 Theme 4 : Staff and Educational Development

Fee for each workshop will be US\$ 50 for foreign participants and Rs. 500 for Indian participants.

Post-Conference Visits

It is proposed to organise the following sight-seeing excursions, after the conference, subject to enough number of delegates participating :

25-26 February, 2000 Visit to Dehra Dun and Mussoorie hills, Garhwal Himalaya.

25th February, 2000 Visit to Agra.

25-26 February, 2000 Visit to Jaipur and surrounding areas.

Details regarding cost etc will be given in the Second Circular.

Travel and Accommodation

The participants are expected to bear the cost of their travel and stay at Delhi. However, we shall be glad to make arrangements for stay. For accommodation requirements, kindly write to Mr. Gurdeep Singh, Association of Indian Universities, AIU House, 16 Kotla Marg, New Delhi-110 002.

Accommodation can be booked in the following categories :

Category	Rates (per day)		
A. Hotel	Rs. 4500-9000	or	US\$ 100-200
B. Hotel	Rs. 2000-3000	or	US\$ 40-60
C. Guest House	Rs. 500 - Rs. 1000	or	US\$ 15-30

Communication

The Conference Secretariat may be contacted at AIU House, 16 Kotla Marg, New Delhi-110 002.

EPABX : 91-011-3231097, 3232305, 3232429

Fax : 91-011-3236105

E-Mail : aiu@del2.vsnl.net.in

Follow Up

Second and subsequent circulars will be mailed to those who respond to the First circular by September 15, 1999.

ASSOCIATION OF INDIAN UNIVERSITIES

Registration Proforma

International Conference on "Higher Education for Human Development"

Name _____

(Surname) (First Name) (Other)

Designation _____

Organisation _____

Address for Communication _____

Phone _____ Fax _____

E-mail _____

Whether accommodation required : Yes/No

If yes, indicate the number of accompanying persons

Class of Hotel (Please tick) A B C

Whether interested in post-conference Excursion
(If interested tick appropriate box) Yes/No

To Mussorrie Hills

To Agra

To Jaipur

Whether interested in attending Workshop/s
Yes/No

Theme/s 1 2 3 4

Delegate Registration Fee/Workshop Fee sent by Pay Order/Demand Draft No. _____

dated. _____ in favour of "The Association of Indian Universities" payable at New Delhi.

Date _____ Signature _____

Kindly return to :

Dr. Veena Bhalla

Association of Indian Universities,

AIU House, 16 Kotla Marg

New Delhi-110 002

(Contd. from page 19)

our own experience. Reason, Observation, and Experience are the Holy Trinity of Science. It is part of the Indian psyche to trust the wisdom of others. Perhaps it has something to do with our religion. We regard the printed word as the Gospel. Most of the papers in the journals, and most of the textbooks are written by people in the West. Why do we not trust ourselves? An important reason is that we do not really know what we are doing. The patients we remember are the spectacular successes or the dismal failures, but they are always the exceptions, and do not represent the true behaviour of the disease. We cannot draw on our experience if we do not record it. Documentation is our Achilles' heel. We must make sure that all our experience is recorded. That is half the task. The other half is to review the records from time to time. This has two advantages. If we make an honest appraisal, we will find deficiencies in our own performance, and can improve on it. The second is that we may make genuine contributions to the world's body of knowledge. Ambroise Pare joined the French army as a surgeon in 1537. The custom in those days was to treat war wounds with boiling oil, and one day he ran out of stock, proving that their medical stores were no more efficient than ours are today. He had to make do with a simple dressing, and was observant enough to notice that the wound healed much better. He revolutionised military medicine, and became the most famous surgeon of his age. He never lost his humility, and used to say, "I dressed him, but God healed him."

Had Pare not kept an open mind, he would not have noted that his patients actually did better when he reduced the extent of his therapy. You might say that is

legend. Let me give you an example from our own times. In 1971 there was an epidemic of acute renal failure among children in Madras, and a number of children died. Only one paediatrician, Dr. Ravi Kumar, who later became Professor of Paediatric Surgery at the Combatore Medical College, wondered why some of the children developed renal failure and some did not. He went over the notes he had maintained on all his patients, and found that the one thing which distinguished them was that he had prescribed a febrifuge called Pipmol C to all those who went on to develop renal failure. He made a complaint to the Drugs Controller, and it was found that the manufacturer had used ethylene glycol, a potent nephrotoxin, instead of propylene glycol, the usual solvent. Dr. Ravi Kumar's clinical acumen, coupled with his meticulous record keeping, saved the lives of many children. He could not have done it if his documentation had not been accurate.

I began by saying we are a poor country, but we are rich above the entire world in disease. I have always thought it absurd that we read about typhoid in a textbook where the chapter was written by a man in London or New York, who probably sees as many patients in a year as we would see in a week in a busy practice. Manifestations of disease may be different in Indians. We must gather our own experience, and be guided by what we see. Experience is the mother of wisdom. This does not apply to hospital work alone. You can and should document your experience in private practice too, and will profit no less from it.

Let me move a step further. If you have confidence in your own observations, you should not hesitate to let the scientific world know about them. Write them down and send them to some good journal for

publication. Not every paper you submit will be published, but some will, and you would have contributed your mite to the sum total of human knowledge. Do not let the fear of rejection prevent you from trying. All of us have had the disappointment of having a paper rejected, and we are none the worse for it.

Many among us are too shy to publish our views in scientific journals, but are all too ready to make them known to the lay public. How often you read in the news papers of someone who has made a significant breakthrough, who has devised a new type of surgery or found a cure for some deadly disease. It might give the person some public exposure, but it will never add to his standing in the scientific community. The place to publish your achievement is the medical journal. This gives you many advantages. A paper is peer reviewed. While there are some sad exceptions, most reviewers are sincere people who try to make constructive suggestions if they think the paper can be improved. After it comes out, it will excite debate among your peers, and you might quickly learn more about it from the letters which come in. And, of course, it is the scientific paper which gives you the reputation in the profession.

I once heard two ENT specialists discussing one of their colleagues. "If I had a major ENT condition which needs operation," said one, "I would go to so and so. He is a bastard, but he is a damned good surgeon." I have spoken so long about how you should make yourself that damned good surgeon or physician, or whatever other specialist you may be. However, it is not necessary that you should merit the first part of the description. In the days when medicine could achieve little, when no good drugs were available, it used to be said that the task of the doctor was to

cure sometimes, to relieve often, and to comfort always. We can often cure nowadays, but we forget that we must also comfort. In becoming scientists, we have lost some of our humanity. The medical profession has become rapacious, viewing every sick man as a gold mine. An ancient Sanskrit verse went.

यैद्यराज नमस्तुभ्यम्, यमराज सहेदर।
यमस्तु हरते प्रणान्, त्वंतु प्रणान् धनानिष्ठ॥

"Hail to thee, oh physician, brother of Yamaraja, Elder brother, for Yama takes life, but you take life and money too." We need to earn money to live, and to support our families, but we should remember that the source of our money is a human being, and one who is in distress and suffering.

Sir William Osler said, "Medicine is a jealous mistress. She will tolerate no rivals." However, we should also remember the old age

that all work and no play makes Jack a dull boy. Rabindranath Tagore said in his inimitable fashion, "Rest belongs to the work, as the eyelids to the eyes." We must have some activity to take our mind off the stresses and strains of a medical life. Even Osler advocated half an hour of general reading, other than medicine, each day, and recommended a list of books for this. The choice will vary from person to person. What appeals to me may not be interesting to you. Pick up a hobby that interests and relaxes you, and devote some time to it during your working week. Not too much, for your first love must remain medicine.

Every talk should have a take home message, and here is mine. Let everything you do in your life be useful or enjoyable. Useful to yourself or to others. You are fortunate in that your profession enables

you to do good to others in the normal course of your work. You need not go out of your way to make opportunities for social service. Time you spend in improving your knowledge is useful both to you and to others, and therefore it should take priority. When you commence relaxing, make sure you really enjoy what you are doing. How often we watch a TV programme we do not really enjoy just because we do not want to work Or read a novel which is not really interesting. Find a means of relaxation you really enjoy. My only restriction on this will be that you should not have enjoyment at the expense of others. If there is nothing that pleases you, then make yourself useful. That action is best, which procures the greatest happiness for someone in distress. By giving happiness we will receive it multiplied many fold. □

INDIAN STATISTICAL INSTITUTE

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HALDANE MEMORIAL PRIZE: 1999-2000 Announcement

The Indian Statistical Institute invites nominations for the Haldane Memorial Prize: 1999-2000. The conditions for the award and the manner in which nominations are to be made are set out below.

1. The prize will be awarded to a person who is generally working in India and is less than 35 years of age on 1 July, 1999.
2. The prize will be awarded for the best research work done in India in Medical Statistics / Biostatistics / Problems involving application of quantitative techniques to biological/medical sciences, in the form of published articles and/or accepted Ph.D. thesis.
3. The prize will be awarded at the Institute's Annual Convocation, as far as possible.
4. The candidate recommended for the prize may have to come to Calcutta and present the results, in a seminar around the time of the convocation. In such a case, the candidate's travel to Calcutta by train and his/her stay in the Institute's campus in Calcutta will be supported by the Institute.
5. The applications will be considered on the basis of nomination from the Heads of Departments of Universities/Institutions/Organisations. These should be accompanied by copies of the concerned research papers and the candidate's biodata (with proof of age) and sent to the address given below to reach by 1 October, 1999. A proforma of the nomination form can be obtained from the address given below.
6. Candidates who have not formally been nominated, may also be considered at the Institute's discretion.
7. If no candidate is found suitable for the prize, no prize will be awarded.
8. The selection of the prize-winning candidate will be made by a committee of experts and is subject to ratification by the Academic Council of the Institute.

Address for sending applications/nominations:

Director (Haldane Memorial Prize)
Indian Statistical Institute
203, Barrackpore Trunk Road, Calcutta 700 035
Fax: (033) 5776925



Shastri Indo-Canadian Institute FELLOWSHIPS FOR CANADA 2000-2001

I. CANADIAN STUDIES FELLOWSHIPS FOR 2000-2001

The Department of Foreign Affairs and International Trade, Government of Canada, through Shastri Indo-Canadian Institute, invites applications from Indian scholars for Canadian Studies Faculty Research, Faculty Enrichment, and Doctoral Research Fellowships.

Eligibility : Applicants in all categories must be citizens or permanent residents of India and proficient in either English or French. Repeat applications for faculty awards will not be considered until the objectives of the earlier award have been demonstrably achieved.

a. Canadian Studies Faculty Research and; b. Faculty Enrichment Fellowships

These awards are intended to fund a visit to Canada of up to five weeks in duration to work on projects identified by the applicants. The projects should lead to the publication of scholarly articles in India in the case of research awards and the development of courses on Canada in Indian universities in the case of enrichment awards. Preference will be given to projects which focus on topics in the social sciences and the humanities and which lend themselves to enhancing the understanding of Canada, or of the Canada-India relationship, in India.

Applicants will normally be full-time members of the academic staff of a recognized institution of higher education or an equivalent degree-granting organization in India. Faculty Research applicants may also be scholars at research and policy institutes in India or professors emeriti. Applicants should hold a degree equivalent to postgraduate qualification. Applications will be considered from those without these formal qualifications only if successful research and teaching experience can be demonstrated. Applicants able to provide evidence of their interest in or involvement with Canada prior to the application will be preferred. This may be demonstrated by courses already given, research undertaken, active membership in relevant organizations, etc.

Please note that all successful applicants in both faculty categories will be required to attend a Canadian Studies summer-institute-cum-orientation session for four days in May or June 2000 at a location in Canada to be announced and a one day orientation workshop in New Delhi. The remainder of the award period will be spent working on the projects proposed in the applications.

c. Canadian Studies Doctoral Research Fellowships (Canadian Studies Graduate Awards)

These awards are intended to fund research in Canada for a period of up to ten months on the applicants doctoral dissertation. Preference will be given to applicants whose dissertations focus on topics in the social sciences and the humanities, which are most likely to advance understanding of Canada in India. Applicants must be enrolled as doctoral candidates in a recognized institution of high education or equivalent degree-granting organization and must expect to have completed non-thesis requirements of the Ph.D. by the time the tenure of the award commences.

II. Shastri Indo-Canadian Institute, with funding from the Canadian International Development Agency (CIDA), invites applications from established Indian Scholars in the areas of Development and Environment, Social and Economic Reform, Private-sector Development, Gender and Development; for the fellowships :

a. Development Studies in Social Sciences and Humanities : This fellowship enables the Indian Scholar to undertake research and related activities on various development issues. Duration : four months between 1 September 2000 and 1 January 2001.

b. Women and Development

i) Faculty Research Fellowship : These fellowships enable the faculty members of Indian Colleges and Universities to carry out research in Canada. Duration : four months between 1 September 2000 and 1 January 2001.

ii) Doctoral Research Fellowships : This fellowship is intended to support research in Canada on the applicant's doctoral dissertation. Applicants must be enrolled as doctoral candidates in a recognized institution of high education or equivalent degree-granting organization and must expect to have completed non-thesis requirements of the Ph.D. by the time the tenure of the award commences. Duration : up to eight months between 1 September 2000 and 1 January 2001.

iii) Pilot Project Awards : This award makes possible the preliminary exploration of a research proposal that gives promise of substantial further development. Duration : up to two months between 1 September 2000 and 1 January 2001.

iv) Visiting Lectureships : These fellowships enable Indian scholars to visit Canada for a period of three weeks to give lectures and to do some networking with colleagues in their academic area. Duration : three-week lecture tour in Canada between 1 September 2000 and 1 January 2001.

c. Media Fellowships : These fellowships supports the research of mid-level journalists in print and electronic media in Canada for a period of four months each to explore in depth a developmental issue. Duration : four months between 1 September 2000 and 1 March 2001.

Since these awards are a part of the Institute's Development Studies Programme, work to be carried out during the tenure of the fellowships must have a clear developmental significance.

General Eligibility : Candidates must be; i) citizens or permanent residents of India; ii) have a clear and focused plan of work which can reasonably be implemented during the tenure of the fellowship, and iii) be prepared to leave for Canada no later than 1 January 2001 if selected.

Value : i) Economy return air ticket between India and Canada; ii) Cdn \$ 500 for books and personal effects; iii) a living and accommodation allowance.

ENQUIRIES AND APPLICATION FORMS

For further information, please contact the Director, Shastri Indo-Canadian Institute, 5, Bhawan Singh Marg, New Delhi - 110 001. Shastri Indo-Canadian Institute, 5, Bhawan Singh Marg, New Delhi - 110 001

DEADLINE : All applications must reach the Director, Shastri Indo-Canadian Institute, 5, Bhawan Singh Marg, New Delhi - 110 001 by September 10, 1999 (by post) and September 17, 1999 (in person and for RECEPTION) of completed applications. October 1, 1999 - 3.00 p.m.

CAMPUS NEWS

Examination Reform

It is reported that a new examination manual has been released by Bangalore University Vice-Chancellor Dr. K. Siddappa recently. The new manual, spells out in detail, the duties and the responsibilities of the registrar, registrar (evaluation), chief superintendents, their deputies and also all University officials from the stenographer to the watchman.

Provision has been made to impose penalties on erratic evaluators, indiscriminate paper setters, and careless examination room superintendents. The penalties include imposition of fines and debarment from all types of examination works.

A committee of the senate headed by the present Registrar (Evaluation) V.B. Coutinho was appointed to bring out the guidelines in 1997. The committee submitted its report in 1998 after extensive consultations with officers of the university, professors, principals and office bearers of the teachers' union. The report has been approved by the syndicate, senate and the academic council. The manual supersedes all the existing and corresponding provisions in the university examination system.

Challenge Evaluation : To bring about a transparency in the evaluation process, as per the recommendations of the manual, students at the postgraduate level from the present academic year can avail new facilities like challenge valuation.

Under the new system, any PG student who feels that his an-

swer script has been valued unfairly can request the registrar (evaluation) for a fresh valuation of the answer script. The answer script will be now valued by a subject expert. The fees for challenge evaluation is Rs. 1000 per script. If the student's contention is proved to be correct as a result of the challenge valuation, the fees collected from the student will be refunded and the examiner concerned will be penalised as per the findings of the registrar (evaluation).

Reviewers : At the undergraduate level, it has now become mandatory that the reviewers sit along with the valuers and do the reviewing on the spot and the reviewers instructions would be effective and binding.

Grievance Cell : Elaborate steps have also been taken to attend the problems of students and teachers. Two senior teachers will be appointed exclusively for the purpose. One officer, will tackle grievances of the students especially with regard to mistakes in declaration of results, in marks cards or degree certificates or revaluation. While the other officer, a cell officer in the examination branch, will collect biodata of all teachers of all subjects/specialisations from all colleges and postgraduate departments and prepare a ready reference list seniority wise for appointment of paper setters, valiators and board-members. The measure has been taken to prevent any discrepancy in the appointments.

Duties : The manual also stipulates the appointment, du-

ties, and responsibilities of all the officials involved in examination work including the room supervisor, paper setter, chief superintendent, chairpersons of the board of examiners, reviewers, coding officers, despatching officer, physical verification officer, tabulator, scrutinizer, custodian and the vigilance squad members. It also recommends penalties for any lapse in the duties of the officials.

COHSSIP-COSIP Programs

The University Grants Commission (UGC) is reported to be targetting about 200 colleges for qualitative improvement in teaching at the undergraduate level through the College Humanities Social Science Improvement Program (COHSSIP) and the College Science Improvement Program (COSIP) during the year 1999-2000.

A sum of Rupees 3.0 crore has been earmarked for this with an amount of Rupees 1.0 lakh to 100 colleges each for COHSSIP. The selection of colleges will be done centrally at the UGC.

Though COHSSIP and COSIP programmes have been in operation for some years, to re-conceptualise and recast the programmes the UGC appointed a committee and organised a "brain-storming session." After the session in November 1998 at Pune, the committee has now submitted its recommendations to the UGC.

The committee has recommended "the development of a college culture through greater in-

vovement (of students) in Yoga and value-oriented education. It has also suggested "setting up of laboratories apart from the routine, like for commerce, video-demonstration, a book-lover scheme etc."

Under these programmes, the UGC aims at bringing innovations in teaching by

I — changing the application oriented learning through hands on experience in the workplace.

II — using updated laboratory experiments and demonstrations, project field work, students seminars in practical, multimedia and audio-visual techniques and practicals.

III — providing updated information and the most modern textbooks (through CD-ROM's or print-outs from the National Book Trust).

The plan envisages a consortia of colleges for development linkages among COSIP/COHSSIP supported (5-6) colleges. In such consortiums, aspects related to the various activities can be undertaken such as the history of the local area, surveys of potential growth and development in the region, economic and social condition of the localities and communities, sharing up facilities and equipment and areas of importance to be nurtured or strengthened.

The consortium will fix its own agenda with an intimation to the UGC. To achieve the objectives, orientation of teachers for use of modern teaching aids, facilities and methods, multimedia, video-conferencing etc shall be encouraged. Colleges in rural backward, border and North-eastern regional areas would be given priorities in selection of the target colleges.

Prospects in Footwear Technology

The Footwear Design and Development Institute (FDDI), a premier ISO 9001 certified institute in the world in footwear designing and technology is reported to be offering the following Management and Diploma Courses, besides some short term courses.

Management in Footwear Technology (MFT) : Duration : One and a half years. Eligible educational qualification ; Postgraduation in any discipline/engineering degree.

Higher Diploma in Footwear Technology (HDFT) : Duration : One and a half year. Eligible educational qualification : graduation in any discipline/engineering/leather technology/footwear technology.

Diploma in Footwear Designing (DFD) : Duration : One and a half years. Eligible educational qualification : Graduation in any discipline/bachelor in Fine Arts (BFA).

Students appearing in final year are also eligible for the above courses.

Admission to the courses is made on merit through an all-India entrance test. The academic session will commence in the month of September.

Law University in West Bengal

The Government of West Bengal is reported to have decided to set up a residential law university in order to revamp the law education in the state.

The university is expected to start functioning by this year end. The proposed law institute will be given an autonomous status like the National Law School of Bangalore University.

The course offered will be of

five years with a revised syllabus of already existing law course, that would include emphasis on corporate law and international law.

National Seminar on Women's Studies

Mother Teresa Women's University, Kodaikanal is organising a National Seminar on Theoretical and Methodological Aspects of Women's Studies in India in August 1999. For submitting research papers and for further details contact : Dr. N. Kala (Reader), Department of Women's Studies, Mother Teresa Women's University, Kodaikanal-624 102, Phone : 04542-41122 (Office) 40606 (Residence), Fax : 04542-41122.

Name Restored

Realising that practical questions are more important than the politics of language, it is reported that the Government of Tamil Nadu has restored the name of the Madras Medical College, which was renamed as the Chennai Medical College some time back.

Regional Centre Opened

The second Regional Centre of Guru Nanak Dev University at Gurdaspur is reported to start functioning from this academic session in August. It will be housed at Guru Nanak Government College, Gurdaspur.

Courses such as master of Business Administration, Bachelor of Information Technology and a five year law course will be taught at this centre which will be run on modern lines.

The Punjab Government has already agreed to sanction the required number of posts for these three courses. Construction work on the Jalandhar regional campus will be started shortly for which Rs. 35 lakh has been earmarked.

Scholars' Lounge

A distinguished Scholars' Lounge has been reported to be inaugurated in Jawaharlal Nehru University recently. The lounge is housed in the BIC complex and is provided with facilities such as secretarial, computer and internet access. It is meant for facilitating the distinguished scholars of the university to carry on with their academic activities even after their superannuation. The facility is provided by the university to distinguished scholars as a token of its appreciation of the services rendered to the university during their service period.

A Grant for Environment Studies

The Union Ministry of Power has given a grant of Rs. two crore to the Centre of Inter-Disciplinary Studies of Mountain and Hill Environment, Delhi University, to carry out long-term studies on environment-related issues in the power sector. The establishment of the centre by the ministry is being seen as a revolutionary step, giving due importance to environmental issues. The ministry has recognised the "excellent past performance of CISMHE, in the field of environmental impact assessment."

Traditional Courses Indispensable

The Mysore University is reported to have decided to continue with certain traditional courses like Urdu, Sanskrit and Philosophy despite poor intake, because of their known importance.

Earlier, it had been decided to dispense with some of the courses, whose average intake in the last five years was five or less than five per year, from this academic year.

International Congress on English Grammar

Central Institute of English and Foreign Languages is reported to have organised an International Congress on English Grammar as part of its silver jubilee celebrations.

Will the growing use of English as a global communication medium lead to marginalisation of regional languages? Can there be a standardisation of English when it is no more a colonial language? were some of the issues for debate by over 300 scholars from nine countries, including India, at the nine-day congress.

Prof. M.A.K. Halliday, emeritus Professor at Sydney University, Australia, inaugurated the congress. Presentations were on subjects ranging from Shakespearean language to English in computer applications.

Linguistic experts and English scholars from Australia, Britain, United States, Sri Lanka and other countries deliberated on how to harmonise linguistic and structural diversities that English has been undergoing in various parts of the world.

Special plenaries, workshops, lectures and book exhibitions were organised as part of the congress which would analyse and debate new trends in English language and its myriad expressions and the influence of regional cultures on it.

Having already transcended its original borders, English has now become a truly international language with the advent of globalisation and has been adopted by several countries as a popular means of communication, Prof. Promod Talgeri, Vice-Chancellor CIEFL in his welcome address.

Prof Talgeri also opined that globalisation of English has also brought, in its wake, certain com-

plexities in terms of its grammatical and structural expressions, leading to proliferation of 'several Englishes' with a distinct influence of regional cultures.

The congress would provide a unique opportunity for scholars in field of grammar, linguistics and semantics to exchange views on the development of the language and the changes that it is undergoing in the backdrop of emerging global village.

In the Indian context, English had come to be accepted as a 'national foreign' language with a profound impact on the multi-ethnic and multi-linguistic culture of the country.

The CIEFL, a deemed university engaged in training English teachers in the country also exports skills abroad. It was planning to embark on a new research area covering regional variance of Indian English.

Papers were on subjects like 'English in religious texts', Indian English, advertising English, mass media and legal English etc.

Autonomy at the Doorstep

It is reported that the Colleges and university departments in Maharashtra will soon be able to enjoy autonomous status, with state Governor and Chancellor P.C. Alexander announcing that the statutes for autonomy have finally been approved.

The Governor announced that colleges which were permanently affiliated to a university and had existed for more than ten years, were eligible to apply for autonomy. The same was applicable for university departments. Autonomy would initially be conferred upon the institution for five years and would be renewed after assessing its performance.

A college which gets autonomy will have the freedom to start new courses, frame its own syllabus, set down its own rules for admission to these courses, conduct examinations and declare results. The colleges will also have the autonomy to raise finances for these new courses.

According to Mumbai University Vice-Chancellor Snehalata Deshmukh, who was convenor of the committee appointed to frame the statutes for autonomy there were still some formalities to be finished before institutions could be deemed to be autonomous.

The process of autonomy is not a simple one, and only quality institutions are likely to get it. The university will appoint a committee to visit an institution that applies for autonomy and see if it is capable of functioning on its own. These recommendations will then be forwarded to the state government and the University Grants Commission (UGC) before autonomy is finally conferred upon the institution.

Visiting Professors

Jawaharlal Nehru University is reported to have appointed Union law minister Ram Jethmalani, former governor of Reserve Bank of India, I.G. Patel, and former director of the Institute of Defence Studies and Analysis, K. Subramaniam, as visiting professors.

"The university thought it proper to associate them and gain by their valuable experience and guidance," said a JNU spokesperson.

JNU has also appointed Miri Mrinal, Director of the Indian Institute of Advanced Studies (Shimla), and Ashok Parthasarathi, Secretary of the National

Commission for Scheduled Castes and Scheduled Tribes, as professors. The former will be a professor of philosophy, while the latter, will be a professor in the Centre for Science Policy.

New Departments

Tamil Nadu Dr. MGR Medical University is reported to have celebrated its annual day function recently in which Mr. N. Veerasamy, Health Minister declared about the establishment of four new departments in the university. According to him the new Departments that will come up at the University would be genetics, biotechnology, immunology and hospital administration. The University had already established modern departments like those for epidemiology and blood transfusion.

Brain-Drain Re-zonation

It is reported that the Asymmetric migration of scientists and trained personnel from developing countries to the developed countries has for the first time been recognised as a problem by the world body of scientists.

Consequently an amendment moved by India to mitigate its adverse impact was adopted at the recently held World Science Congress at Budapest.

He said that they had been toying with the idea at the drafting stage, if it was possible to have some kind of "compensation" from the developed countries as they were doubly benefited with the one-way flow of scientists.

As on the one hand, they got highly trained personnel at low cost as they did not spend anything in their training, and on the other, these people helped increase the GDP of the country to which they had migrated.

The Indian amendment stated that "in order to mitigate adverse impact of asymmetric migration of trained personnel from the developing countries to the developed countries and also to sustain high quality education and research in developing countries, UNESCO may catalyse more symmetric and closer interaction of science and technology personnel across the world and the establishment of world class education and research infrastructure in the developing countries."

Course on Human Rights

It is reported that the Indira Gandhi National Open University (IGNOU) proposes to launch a Certificate Programme in Human Rights from the academic session beginning January, 2000.

The highlight of the programme will be a workbook on 'Human Rights in Everyday Life : What can we do?' which will be offered as part of the third module. This workbook will consist of two parts — the first one is titled 'Know Them' and the second one, 'Implement Them'.

In the Know Them-category will be information on rights against criminal conduct and behaviour and codes against diverse criminal offences which infringe or cause to infringe provisions on social harmony and human welfare. These would include crimes relating to the body and mind of women, children, the aged and other disadvantaged sections, confiscation, embezzlement, trespass, forgery, contempt, defalcation, malfeasance and disorderly conduct (public and private).

Discussions on riots and communal violence, murder, arson, loot, adulteration, pornography, drug peddling, arrest and bail and above all, aid and abetting of the

criminals would be the other subject matters of this section.

Another section would be on the Indian Penal Code. There will be a discussion on personal code on marriage, inheritance, divorce and adoption.

Legal provisions banning social offences like untouchability, dowry, child labour and discriminations against women will be presented. Special provisions meant for women, children, workers, Scheduled Castes and Tribes, sick, old and the physically challenged people would also be covered as part of the module.

Other subjects covered in the workbook would be consumer rights, environment protection and effective working of self-government.

The second section would give practical guidance and information on how to register a case, file an affidavit, petition on the family court, move a PIL, complain to the NHRC, move a consumer court and write to newspapers, officials, etc.

There will also be guided work projects on interviewing and fact-finding as well as organising and networking.

JNU-IGNOU Tie Up

Jawaharlal Nehru University is reported to have entered into a unique collaborative arrangement with Indira Gandhi National Open University to open a JNU-IGNOU Computer Centre. JNU had already established two units : the Internet and the Bioinformatics Centre with the help of the Department of Biotechnology and the Communication and Information Services. The computers, Internet and Bioinformatics facilities, together, constitute the nucleus of a School of Information Technology

which the university intends to develop in future.

New Research Centres

It is reported that the Centre for Molecular Medicine proposed by the university as part of the 9th Plan and accepted by the University Grants Commission would constitute a nucleus of a future School of Medicines. The recent Memorandum of Understanding signed by the university with the Delhi Government for setting up a Super Speciality Hospital envisages a research wing which fits with the university's proposal to launch a Centre for Molecular Medicine. The hospital is being established as a research unit in line with the statutory prescription of the varsity.

Animal Research Facilities

It is reported that the Delhi University Vice-Chancellor Professor V.R. Mehta opened an Animal Research Facility at Dr. B.R. Ambedkar Centre for Bio-Medical Research.

He also opened a men's hostel next to Gawayer Hall for the university's postgraduate students.

Universities Always Ahead

While most of the people have been busy giving blood or a day's salary for the Kargil victims, it is reported that some students of Jamia Millia Islamia have decided to donate clothes, medicines and food stuff. Not for the jawans, who they feel, will be looked after by the government but the displaced local people who have no succour in sight. Timely help, one would say.

The students and the staff of almost all the universities are reported to have put their shoulders to the true national cause. Needless to say that the universities are the strength of the nation. Various events are being organised to pay tribute to the Kargil Martyrs. Relief Funds are being collected from all means for the victims.

News from Agricultural Universities

Rockefeller Project

A project to develop pest-resistant rice varieties with the help of gene marking, is reported to be carried out at the Tamil Nadu Agricultural University (TNAU), with funds from the U.S.-based Rockefeller Foundation. According to Dr. A. Abdul Kareem, Vice Chancellor, TNAU, the two-year project, to be carried out at a cost of Rs. 14 lakhs from July this year, would identify the resistance gene through molecular mapping.

A molecular "marker" will be pinpointed near the resistance gene, to help agricultural scientists select and breed pest-resistant va-

rieties of rice. Five main insect pests cause most of the damage to the standing rice crop, with the white-backed plant hopper, a tiny hopper pest, being the most notorious.

Women Empowerment Through PRS

The training of Master trainers on Panchayat Raj System (PRS) sponsored by the Population Foundation of India (PFI) was attended by academicians from Haryana Agricultural University, Kurukshetra University and M.D. University besides representatives

of three NGOs based in Haryana. Sarpanches, Panches and Mahila Pradhans from five villages in Hisar district also marked presence in the function.

In the valedictory function Prof. J.B. Chowdhury, Vice-Chancellor, CCS Haryana Agricultural University has stressed the need to maintain gender equality and empowerment of Panchayat Raj Institutions for speedy development of the country. He said, "one cannot think of rosy fate of the nation till these aspects are not given attention."

Underlining issues confronting development of the countryside, Prof. Chowdhury drew attention towards various social indicators impeding the development process and disremination of rural women in spite of the increasing role being played by them in agriculture and other development activities. He said that low female literacy rate, poor status of women, high infant mortality rate and gender bias prevailing in the state were the major issues that needed immediate attention. In order to bring the women folk in the main stream, the Vice-Chancellor urged the educationists and the NGOs to come forward and enlighten them of their rights and duties. He suggested that the Panchayat Raj Institutions could also strive to meet this goal with enlightenment about the cause.

Speaking on this occasion Dr. R.K. Rath, Joint Director, PFI said that although Haryana had achieved much on economic front, yet some poor social aspects were proving stumbling blocks in the development of the state. He said that the aim of the project was to develop capability of Panchayat members, particularly the women members to become aware of their role and responsibilities in fulfilling the basic development needs

of the people and ensure them social justice.

Dr. S.K. Agarwal, Director Extension Education, CCSHAU revealed that the university had taken the responsibility to cause awareness among Panchayat members about their role and responsibilities in four districts - Jind, Bhiwani, Fatehabad and Hisar. He said that the project would be implemented with the

help of extension centres of the university existed in these districts.

Dr. Barnard, a representative of PFI disclosed that during the 10-day training the participants were enlightened about issues like population stabilisation, reproduction, child health, family planning, environment, nutrition, control of communicable diseases and resource planning.

News from UGC

Countrywide Classroom Programme

Between 8th to 14th August, 1999 the following schedule of telecast on higher education through INSAT-1D under the auspices of the University Grants Commission will be observed. The programmes are telecast on the Doordarshan's National Network from 9.30 to 10.00 a.m. every day except on Saturdays & Sundays. These programmes are also telecast on Doordarshan's National Network from 6.00 to 6.30 a.m. two days a week i.e. on Saturdays and Sundays. On DD2 International Programme will be shown at 11.00 to 12.00 hours on Saturdays only.

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Central Asia in Perspective

R.P. Singh*

Ram Rahul. Central Asia : An Outline History. Concept Publishing Company, New Delhi. 1997. Pp. 170. Rs. 275/-.

Central Asia — the central region of Asian Continent has played a vital role in Indian history. Not only because the ancient Indians were witnesses to large scale population movements during their time, they also were victims of constant foreign invasions across the Himalayas. Most of the problems we face today have their roots in the ethnic and religious movements in this region. For instance, the reasons why China feels insecure vis-a-vis Russia, or why Americans today find this region of absorbing interest or why would Pakistan or Persia like to extend their areas of influence in Central Asia etc are worth exploring. The problem of Kashmir which India finds extremely difficult to resolve is not merely because they lack guts and vision but also because the Chinese have one of the most insecure regions Sin-Kiang close to our borders which has an uncompromising Islamic population to contend with. It is simple logic that the enemy of my enemy is my friend and when you sit in a rocking boat help others to enter the whirlpool.

Ram Rahul's book being the latest on this theme gives an outline history of Tibet, Mongolia, China, Afghanistan etc and helps us have a close look at the Russian

interest in the region. The rise of Buddhism and Islam have had their impact on the region which to Indians appear quite remote. The reality is that in India we are neither aware of the root causes of certain major events that we have to contend with nor have we a determined government which has a long-range foreign policy. Indeed what we seem to lack are the subtleties of political functioning. But then it is neither here nor there.

One wishes Ram Rahul had followed the footsteps of his earlier namesake Rahul Sankrityayan who produced a detailed history of Central Asia (in Hindi) or gone into the details where this history has had an impact on us. As the title suggests it is an outline and not a comprehensive history and probably for this reason alone it is political in nature and not cultural. Indian historians are fond of talking about cultural and religious movements — not so much about the dangers inherent in the quick-sands of politics and not even of the silk route and its contemporary contours but of the land and peo-

ple away from the din of daily living. We have apparently a distorted vision of events. Therefore Ram Rahul's book may serve as a corrective to our superficial understanding of the region. Also, because for once someone has suggested that Central Asia could be studied in its own context too and not in relation to India, Persia or China alone as has been the tradition.

The book contains six chapters and a small bibliography. Whereas the first chapter gives the setting to what follows, the subsequent chapters unfold the political history of Tibet, Sin-Kiang, Amu-Syr Mesopotamia, Russo-Soviet Strapy and othe small states in the region. For Indian scholars a close reading of the book is recommended to understand the complications Indian governments must appreciate and evolve policies intelligently more specially because we have several unresolved problems like that of Tibet and Kashmir. I think Indian sensitivity to these problems can easily be put in a perspective after reading this small book.

Common to most Indian publications there are editorial oversights and spelling errors in the book but what is beyond comprehension is the use of term 'Strapy' in place of 'Satrapy' which is originally Sanskrit. □

TO OUR READERS

Knowledgeable and perceptive as they are, our contributors must not necessarily be allowed to have the last word. It is for you, the readers, to join issues with them. Our columns are as much open to you as to our contributors. Your communication should, however, be brief and to the point.

*A-4/206, Kalkaji Extension,
New Delhi-110 019.

COMMUNICATION

Funding, Quality and Excellence in Higher Education

S.N. Hegde has very deftly analysed the funding problems *vis-a-vis* maintaining the quality and excellence in higher education (HE) (*University News* June 14, 1999). To balance the two parameters is immensely difficult but at the same time it is essential "in order to train students to accept the professional challenges of the 21st century", according to Hegde. In this context, I must refer to the recent Gallup MBA Poll (*India Today* June 14, 1999) which, on the basis of six key parameters, identifies top ten colleges each in the faculties of arts, science, commerce, medicine, and engineering, and five in the faculty of law i.e., a total of 55 centres of excellence out of some 10,000 colleges. It is a mere 0.55 per cent of the total but as *India Today* says, "The trouble in India is that we are besieged with colleges that are mired in mediocrity." Some people criticised the survey for confining to only 7 cities. Even then, it is interesting to note that maximum number of top colleges are in Mumbai (12), Delhi (11), Chennai (9) and Calcutta (7).

Amrik Singh in his article "The undergraduate muddle", in *The Hindu* of June 23, 1999 says that there could be many more colleges that may perhaps be equally good : "It seems a safe guess that 500 of the 10,000 colleges could qualify as fairly good", But even this number is only 5 per cent of the total. Amrik Singh feels that "with a little planning and judicious financial support, the number can easily be raised to 2500 in a couple of years." How one wishes this will happen!

Hegde has offered some very useful suggestions for improving university funds, of which the

most relevant appears to be through "alumni". Old students have a natural deep emotional attachment for their *alma mater*. To sustain it over long periods of time should be the responsibility of the *alma mater*. With advances in information technology, it is not difficult to keep up-to-date data on the alumni provided the college authorities make a persuasive effort with a personal touch while writing letters to alumni. Ego is a very large component of young minds especially when they are successful in their careers whether in India or abroad. If letters are written in an official tone like a college clerk writing, "I am directed to thank you", no alumni will like to respond. College Principals have to develop a positive attitude and they may have to be first of all trained in the art of letter writing. It is also necessary to keep in touch with parents of the alumni. All this activity has to be initiated while the student is still in the college. I am sure "alumni" can be a rich resource for colleges but it needs an investment of love, affection, and commitment.

As regards quality and excellence in HE, Hegde suggests that "every member of teaching faculty should be impressed upon the need to have academic audit. Teaching and research should be more vibrant, modern, relevant, and productive." I think all these 4 criteria of teaching and research are absolutely essential to attain quality and excellence. But the problem lies in understanding and appreciation of vibrance, modernity, relevance, and productivity concepts in teaching and research. How does one inculcate these con-

cepts amongst teachers of HE? This can happen in 2 ways : deliberate interactive and participative training programmes at post-graduate level, doctoral level, and the first 5 years of teaching career. Academic Staff Colleges may or may not be able to perform this function. Even if they can, professionalism has to be introduced for training. The second approach is mentoring by senior teachers. In other words, quality and excellence have to be seen, experienced, and practised. Unless senior teachers become role models, very little can be achieved by new entrants.

It may sound strange, but even senior teachers need to undergo training. Don't senior executives and managing directors of companies undergo training? Our professors in universities and even vice-chancellors need to be exposed to specially designed management courses to broaden their vision, enhance problem-solving capabilities, and learn to manage change. Association of Indian Universities (AIU) could take the lead for organising such advanced training programmes with outside expertise drawn from academics, industry, trade, commerce, and management sectors. Let us keep in mind that today's student is tomorrow's teacher. We have to prepare and nurture him or her. We have to necessarily change his attitude, orient his perspective, motivate him, and make him an effective communicator. Once these concepts are ingrained and mediocrity is shunned, we will have, say in a period of 5 years, virtually hundreds of top colleges as centres of excellence.

Bharat R. Sant
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Foundation (MRDF), C-14/2,
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Hyderabad-500 007

THESES OF THE MONTH

A list of doctoral theses accepted by Indian Universities (June-July 1999)

HUMANITIES

Fine Arts

Theatre

1. Jaswinder Kaur. An analytical study of the relevance of dance training to an Indian theatre actor. Department of Theatre and Television, Punjabi University, Patiala.

Geography

1. Balwinder Singh. Patiala City: A study in urban geography. (Dr H S Mangat), Department of Geography, Punjabi University, Patiala.

2. Chakravarty, Nandini. Urban poverty and the poor in Shillong: Explorations in form, content and structure. (Prof A C Mohapatra), Department of Geography, North Eastern Hill University, Shillong.

History

1. Bhupinder Singh. Indo-US relations during Eisenhower's presidency, 1953-1961. (Dr Shiv Kumar Gupta), Department of History, Punjabi University, Patiala.

2. Charan Lal. Lord Ellenborough's Indian administration: A study of his policies and the reaction. (Dr A C Arora), Department of History, Punjabi University, Patiala.

3. Dadvar, Abolghasem. Iranians in India during the 17th century: A study of their role in Mughal politics, culture and trade. (Prof Muzaffar Alam), Centre for Historical Studies, Jawaharlal Nehru University, New Delhi.

4. Dangwal, Dhirendra Datt. Colonial forestry and agrarian transformation in the UP Hills, 1815-1947: An agro-ecological history of the Central Himalayas. (Prof Neeladri Bhattacharya), Centre for Historical Studies, Jawaharlal Nehru University, New Delhi.

5. Dasgupta, Sangeeta. Reordering of tribal worlds: Tana Bhagats, Missionaries and the Raj. (Prof Neeladri Bhattacharya), Centre for Historical Studies, Jawaharlal Nehru University, New Delhi.

6. George Raju, D. Christianity in the making of modern India: A study with special reference to the Andhra Evangelical Lutheran Church, A.D 1850-1950. (Dr V Sundara Rama Sastry), Department of History and Archaeology, Nagarjuna University, Nagarjunanagar.

7. Hariharan, Shartha. Aspects of the economy of Brach Region during the 17th and 18th centuries with par-

ticular reference to the overseas trading companies. (Prof Dilbagh Singh), Centre for Historical Studies, Jawaharlal Nehru University, New Delhi.

8. Jithender Reddy, M. Study of Bhoojan Movement in Telangana, 1951 to 1971 A.D. (Dr S Bharumathi Ranga Rao), Department of History, Osmania University, Hyderabad.

9. Narinderpal Kaur. Socialist ideology and programme of the Indian National Congress, 1934-48. (Dr S D Gujrani), Department of History, Punjabi University, Patiala.

10. Ratna Rani, D Mercy. Irrigation and water supply in Andhradesa, C 1000 A.D - C 1600 A.D. (Prof M Krishna Kumari), Department of History, Andhra University, Waltair.

11. Sailaja, K. Popular cultural movements in Andhra: A study of Progressive Writers Association and People's Theatre of Arts, 1940-1950. (Prof V Ramakrishna), Department of History, University of Hyderabad, Hyderabad.

Language & Literature

English

1. Angelina. A varied tapestry: The representation of India in American missionary fiction. (Prof Mehan G Ramanan), Department of English, University of Hyderabad, Hyderabad.

2. Chaudhuri, Nanda Kishore. Themes and characters of R K Narayan's novel: A critical study. Department of English, University of North Bengal, Raja Rammohunpur, Dist Darjeeling.

3. Dorairaj, A Joseph. Myth and hermeneutics: A hermeneutical interpretation of James Joyce's *a Portrait of the Artist as a Young Man*. Department of English, Gandhigram Rural Institute, Gandhigram.

4. Jain, Sonali. Beyond representation: A semiotic study of women as reel, image and sign in Vijay Tendulkar with special reference to Kamla. (Prof H S Gill), Centre of Linguistics and English, Jawaharlal Nehru University, New Delhi.

5. Kalia, Rekha. Spiritual dimensions of Virginia Woolf's novels. (Dr Tejinder Kaur and Dr Prabhdeep), Department of English, Punjabi University, Patiala.

6. Md Faiyazuddin. A critical assessment of the novels of Thornton Wilder. Department of English, Magadh University, Bodh Gaya.

7. Mishra, Chandreshwar. A critical evaluation of the compulsory English syllabus for +2 level in Nepal. Depart-

work of English, Central Institute of English and Foreign Languages, Hyderabad.

8. Srivastav, Balendra Nath. Semiotic study of the Schlemiel in Bernard Malamud's Dublin's Lives. (Prof H S Gill), Centre of Linguistics and English, Jawaharlal Nehru University, New Delhi.

9. Sinha Roy, Swagata. Patchwork quilt identities and integration: A study of multi-ethnic Malaysian fiction. (Prof Harish Narang), Centre of Linguistics and English, Jawaharlal Nehru University, New Delhi.

French

1. Kamala, N. The second text: Feminist translation and women's writing. (Prof Anuradha Kunte), Centre of French and Francophone Studies, Jawaharlal Nehru University, New Delhi.

Hindi

1. Durangal, Sunita. Girija Kumar Mathur kee kavita mein swachhandatavad aur yatharathavad: Ek samagra adhyayan. (Prof S P Sudhesh), Centre of Indian Languages, Jawaharlal Nehru University, New Delhi.

2. Vairate, Vijaykumar Satwaji. Kathakar Amarkant. (Dr Shakuntala Panchal), Department of Hindi, Dr Babasaheb Ambedkar Marathwada University, Aurangabad.

Kannada

1. Rolekar, Narayan. Dashoh mattu sarvodaya. Department of Kannada, Gulbarga University, Gulbarga.

Manipuri

1. Meetei, Ngangbam Shantikumar. The phonetic properties of the speech sounds of Meiteilon. (Prof Vaishna Narang), Centre of Linguistics and English, Jawaharlal Nehru University, New Delhi.

Punjabi

1. Kamaljit Singh. Punjabi geet kavi: Parkaraj te roop, 1930-1980. (Dr Jaswinder Singh), Department of Punjabi, Punjabi University, Patiala.

2. Raminder Kaur. Adi Granth vich samilat varan da roop vidhan. (Dr Tarlok Singh Anand), Department of Punjabi, Punjabi University, Patiala.

3. Sukhinder Kaur. Kartar Singh Duggal de naavalan vich manvi rishte. (Dr Tarlok Singh Anand), Department of Punjabi, Punjabi University, Patiala.

Sanskrit

1. Jha, Amarnath. Mukund visasya sameekshatmak adhyayanam. (Dr Ranckander Jha), Department of Sanskrit, Kameshwari Singh Darbhanga Sanskrit University, Darbhanga.

2. Shastri, Umesh Gangad. The temple element in the major Shastras: A study. (Dr C S Naikar), Department of Sanskrit, Karnataka University, Dharwad.

Tamil

1. Dharmaraj, T. Conceptual structures in Tamil folktales with special reference to Nelli Kattipomman and V O Chidambaram Districts. (Prof H S Gill), Centre of Linguistics and English, Jawaharlal Nehru University, New Delhi.

Telugu

1. Babu, D Naresh. Tikkana Bharathamulo upama. (Prof R Sri Hari), Department of Telugu, University of Hyderabad, Hyderabad.

2. Bhagya Lakshmi, V. Viewanatha Sundarkandalo rasaposana pariseelana. (Dr M Bagaiyah), Department of Telugu, Osmania University, Hyderabad.

3. Krishnaiah, T. Atreya rachanalu: Samagra pariseelana. (Dr N R Venkatesham), Department of Telugu, Osmania University, Hyderabad.

4. Krishnamurthy, G. Bhavani. Telugu navala: Udyoginula samasyalu. (Dr P Sumathi Narendra), Department of Telugu, Osmania University, Hyderabad.

5. Ragupathi, S. Kavithraya Bharatamulo sookthulu. (Dr P Sumathi Narendra), Department of Telugu, Osmania University, Hyderabad.

6. Sumathi Devi, J. Telugu sahityamulo Christu. (Prof K K Ranganadhacharyulu), Department of Telugu, University of Hyderabad, Hyderabad.

Urdu

1. Badeeuddeen. A critical study of Intizar Hussain's short stories. (Prof S R Kidwai), Centre of Indian Languages, Jawaharlal Nehru University, New Delhi.

2. Raza Jamal, Md Shahid. Modern Urdu drama after independence: A critical study. (Prof S R Kidwai), Centre of Indian Languages, Jawaharlal Nehru University, New Delhi.

Philosophy

1. Dash, Sudarsan. A comparative and critical study of the epistemology and ontology of John Locke, Bishop Berkeley, David Hume and the deconstruction of Jacques Derrida. (Prof Suman Gupta), Centre of Indian Languages, Jawaharlal Nehru University, New Delhi.

Religion

1. Paramvir Singh. Religion of the Sikhs: An analytical perspective. (Dr Jodh Singh and Dr Anand Sengar), Department of Shri Guru Gobind Singh Religious Studies, Punjabi University, Patiala.



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न्यूनतम अहंताएँ

1. निदेशक अनुसंधान
 - (अ) पालि तथा ग्रन्थालय के अपेक्षान तथा उत्कृष्ट शैक्षिक क्रम के साथ प्रथम द्वितीय श्रेणी में एम.ए. अथवा आठवार्ष अधिक उत्तममात्रा कोई उपाधि।
 - (ब) स्नातकोत्तर अवधि आठवार्ष कक्ष में पढ़ाने तथा अनुसंधान के पाथ प्रदर्शन तथा पर्यवेक्षण का क्रम से क्रम 15 वर्षों का अनुभव।
 - (स) किसी विश्वविद्यालय या अनुसंधान प्रकाशनों के पाथ प्रदर्शन तथा पर्यवेक्षण का अनुभव।
 - (द) अनुसंधान कार्य के संघटन तथा समन्वय का अनुभव।
 - (ग) माल्की अनुसंधान उपाधि अथवा उपायिताकार अनुसंधान उत्कृष्ट।

वांछनीय — एवं से क्रम के प्रसिद्ध औरेंपीय भाषाओं का ज्ञान।

विशेष — वयन समिति अपने विवेक पर विशेष परिस्थिति में उक्त अहंताओं में छूट दे सकती है।

2. सहायक अधिकारी

- (अ) किसी भाव्यता प्राप्त सेवा या विश्वविद्यालय से सिविल इंजीनियरिंग में न्यूनतम 65 प्रतिशत प्राप्तांक सहित स्नातक उपाधि।
- (ब) आयु — अध्यर्थियों को 1 जनवरी, 1999 को 21 वर्ष की आयु अवश्य पूरी करनी चाहिए तथा 32 से अधिक आयु का नहीं होना चाहिए। अध्यर्थियों के लिए अधिकतम आयु सीमा में शासन द्वारा अनुमत छूट दी जा सकेगी।

वांछनीय — अन्य बातों के समान होने पर ऐसे अध्यर्थी को अधिमान दिया जाएगा जिसको 8 वर्षों से अधिक का भूतन एवं संकृत के निर्णाय एवं रसायन का अनुभव हो।

3. प्रोफेसर

कम्प्यूटर विज्ञान में स्नातकोत्तर उपाधि/सात वर्षों तक कार्य करने के अनुभव सहित कम्प्यूटर विज्ञान में पोस्टग्रेजुएट डिप्लोमा।

4. कम्प्यूटर ऑपरेटर

भौतिक विज्ञान तथा गणित विषयों सहित स्नातक उपाधि तथा इलेक्ट्रॉनिक्स में स्नातक उपाधि/कम्प्यूटर प्रणाली चालू करने का ज्ञान तथा इलेक्ट्रॉनिक्स में डिप्लोमा।

5. अनुसंधान सहायक

- (अ) विषि द्वारा स्थापित किसी विश्वविद्यालय से उच्च श्रेणी में आठवार्ष या समकक्ष उपाधि।
- (ब) अनुसंधान उपाधि, आसोचनात्मक ग्रन्थ अथवा संस्कृत दृष्टान्तों के अनुवाद करने की क्षमता।

वांछनीय

परंपरागत पद्धति से संस्कृत के अध्यापन कार्यों के सम्बन्ध करने का क्रम से क्रम दो वर्षों का अनुभव।

सामान्य नियम

- (1) उक्त फलों के लिए यूर्ब में दिए गए विज्ञापन के संदर्भ में प्राप्त आवेदन पत्रों पर विचार बरतन संभव न होगा, अतः ऐसे अध्यर्थी पुनः आवेदन करें।
- (2) साक्षात्कार हेतु आदूत करने का अधिकार विश्वविद्यालय के पास सुरक्षित होगा।

संख्या 922/99/वर. 218/109-2/99 अर्थवी. संहि.
मि. 21/7/99

RABINDRA BHARATI UNIVERSITY

56A, BARRACKPORE TRUNK ROAD
CALCUTTA

Employment Notification No. RB/3599
dt 20-7-99

Applications in the prescribed forms are invited for the following Posts of the University :

1. Professor of Vocal Music : 1 Post
2. Director (Professor), Centre for Mass Communication and Videography : 1 Post
3. Lecturer in History : 1 Post (Reserved for SC)
4. Lecturer in Philosophy : 1 Post (Reserved for SC) (Specialization - Phenomenology and Existentialism)
5. Lecturer, Centre for Mass Communication and Videography : 1 Post
6. Lecturer in Drama : 3 Posts (All reserved for SC) Specialization : (1) Knowledge in the theory of Make up and Professional experience in the Art of Make up in Theatre, Film and T.V. Production. (2) Open. (3) Stage Craft & Set Design.
7. Lecturer in Percussion : 1 Post (Specialization in Tabla. Knowledge in Pakhwaj desirable.)
8. Lecturer in Rabindra Sangeet : 2 Posts.
9. Lecturer in Vocal Music : 1 Post (Reserved for SC) Specialization in Kirtan.
10. Lecturer in Applied Art : 1 Post
11. Accompanist in Vocal Music : 3 Posts (One reserved for SC and others unreserved) Specialisation in Tabla.
12. Audit & Accounts Officer : 1 Post
13. Sports Officer : 1 Post
14. Project Officer of the Centre for Adult, Continuing Education & Extension work & Field outreach : 1 Post (Reserved for SC)
15. Junior Stenographer : 1 Post (Reserved for ST)

Scale of pay :

Professor : Rs. 16400-450-20900-500-22400 (Revised)

Audit & Accounts Officer : Rs. 12000-420-18300 (Revised)

Lecturer, Sports Officer, Project Officer : Rs. 8000-275-13500 (Revised)

Accompanist : Rs. 1400-50-1500-60-1860-70-2490-80-3130 (Unrevised with higher initial start at Rs. 1560/-)

Junior Stenographer : Rs. 4125-150-4575-175-

Allowances : As admissible under the rules of the University.

Qualifications : For Professor and Lecturer As per UGC norms accepted by the State Govt.

Besides fulfilling the qualifications prescribed under the UGC norms, candidates for the post of Lecturer should have cleared the Eligibility Test (NET) conducted by the UGC, CSIR or similar Test accredited by the UGC.

Ph.D. holders may be exempted from NET or to require NET which is a desirable qualification for appointment as Lecturer in the university.

The minimum requirement of 55% may be relaxed for Professors for the existing incumbents who are in the University system. However, these marks should be necessary for those entering the system from outside and those at the entry point of lecturers.

A relaxation of 5% may be provided from 55% to 50% of the marks at the Master's level for the SC/ST category.

A relaxation of 5% may be provided from 55% to 50% of the marks to the Ph.D degree holders who have passed their Master's degree prior to 19th September, 1991.

Notwithstanding anything contained in the above clauses a traditional or a professional artist with highly commendable professional achievement in the subject concerned may be considered for appointment to the posts of Professor and Lecturer, as the case may be, in the Faculty of Fine Arts and the Faculty of Visual Arts in terms of the provisions laid down under schedule II and III of chapter 8 of the Rabindra Bharati First Statute, 1982.

Provided further that in case of Director (Professor), Centre for Mass Communication and Videography, essential qualifications in addition to UGC norms shall include—(i) commendable contributions to the field of art and culture (ii) experience in participation, production and organisation in any of the performance media relating to Mass Communication and Videography.

For Lecturer in Mass Communication and Videography subject at the Master's degree level will be communication/mass communication, journalism. Sound knowledge of videography will be desirable.

For Accompanists : Essential

- i) A good performer;
- ii) Ability and experience to render accompaniment with different branches of classical and Bengali songs.

For Audit & Accounts Officer : Essential

- i) Bachelor's Degree with good academic record;

ii) Chartered Accountant or Cost Accountant or Business Management Degree.

iii) Experience in Audit and Accountancy work for at least five years in a senior position involving supervision, Control and planning and Management of Audit & Accounts.

iv) Age not less than 35 years relaxable in the case of exceptionally qualified candidates.

For Sports Officer : Essential

(A) i) Master of Physical Education or M.A. with Degree/Diploma in Physical Education from any recognised University/Institute.

Age : Not below than 30 years.

Experience : At least 5 years of experience in the field of Physical Education and sports in any institute of repute.

(B) Desirable : (i) Diploma/Degree from NSNIS/SAI.

(ii) Participation in any game at least State/Inter-University level.

For Project Officer : Essential

(A) Uniformly good academic record at Master's and Bachelor level.

Desirable : (i) Doctorate Degree or evidence of published research work;

(ii) 2 years of teaching experience in the subject of Adult, Continuing and Extension Education or 2 years of experience of field work on a subject having bearing on Adult, Continuing Education & Extension/Community/Non-Formal/Education/Community Development.

(B) Age : Minimum age — 30 years.

For Junior Stenographer : Essential

Graduate Degree with Diploma in Stenography in Bengali with a minimum speed of 60 words and 20 words in shorthand and typing respectively.

Age : Not above than 35 years.

Those who have already applied for the post of Professor of Vocal Music (lens bound), and Project Officer (reserved for SC) in response to our earlier advertisements in this regard need not apply again but may supply additional information, if any. Their cases will be duly considered.

Applications (set of 7 copies) in prescribed form — (one copy obtainable from the General Establishment Section of the University at the above address in person on all working days except Saturdays between 12 noon and 3 p.m. or by post on self-addressed stamp (worth Rs. 5/-) an envelope of 12.5 cm x 26 cm) together with a non-refundable fee of Rs. 100/- and Rs. 50/- for general candidates for the posts

of teachers & officers and accompanists & stenographer respectively payable in Indian Postal Order in favour of RABINDRA BHARATI and attested copies of testimonials, mark-sheets, caste/tribe certificate and certificates of examinations passed should reach the Registrar at the above address not later than 13th August, 1999. Requisite fee for SC/ST/ OBC is 25% of the fee prescribed for the general candidates.

Other things remaining equal preference will be given to handicapped persons.

For further details guidelines on Employment Notification No. RB/35/99 supplied with the application form may be consulted.

Sureshji Banerjee
REGISTRAR (OFFG)

JANATA SHIKSHAN PRASARAK
MANDAL, PUSAD
SUDHAKARRAO NAIK
INSTITUTE OF PHARMACY
PUSAD, DISTT. YAVATMAL

WANTED

Applications are invited for the post of PRINCIPAL.

QUALIFICATIONS : The candidate should possess qualifications required for the post of PROFESSOR as per AICTE norms and should have not less than 10 (ten) years teaching experience at Degree College level in Pharmacy.

PAY SCALE : As per UGC/Govt. of Maharashtra rules.

Application on plain paper giving complete bio-data alongwith copies of certificates and testimonials should be sent to the undersigned on or before 12/08/99.

Dr. N.P. Hirani
PRESIDENT
C/o S.N. Institute of Pharmacy, Pusad

SREE CHITRA TIRUNAL
INSTITUTE FOR MEDICAL
SCIENCES & TECHNOLOGY
THIRUVANANTHAPURAM-695 011
KERALA

(An Institution of National Importance
under Government of India)

Invites applications from Indian Nationals for the following posts :

1. **PROFESSOR OF CARDIOLOGY AND RADIOLOGY** (Expected vacancy - 1 each) Rs. 18400-500-22400. Upper age limit : 50 yrs. as on 31.07.1999.

Qualification & Experience : (A) CARDIOLOGY : Twelve years of teaching and/or research experience after obtaining DM in the speciality or its equivalent qualification in the case of 2 years course and eleven years

after DM in the case of 3 years course and six years after MBBS with DM in the case of direct course.

(B) **RADIOLOGY** : Fourteen years of teaching and/or research experience after obtaining MD in the speciality.

Desirable --- for both (A) and (B) : (1) Experience of active participation and sharing of responsibility in administrative and academic activities of a well organised department in the speciality concerned/experience in running research projects. (2) Adequate research experience evidenced by quality research publications in indexed journals.

2. ASST. PROFESSOR IN CARDIOLOGY, NEUROLOGY AND NEUROSURGERY (Expected vacancy - 2, 2 and 1 respectively) (Rs. 11625-325-15200. Upper age limit 40 yrs as on 31.07.1999).

Qualification & Experience : One year of teaching and/or research experience after obtaining DM/M.Ch in the speciality or its equivalent qualification in the case of 2 years course and just after DM/M.Ch. in the case of three years course and six years after MBBS with DM/M.Ch. in the case of direct 5 year course.

3. ASST. PROFESSOR IN RADIOLOGY (Expected Vacancy - 1) Rs. 11625-325-15200. Upper age limit 40 yrs. as on 31.7.99.

Qualification & Experience : Three years of teaching and/or research experience after obtaining MD in the speciality.

Note : (1) Must have a medical qualification included in the Indian Medical Council Act 1956 and Registration with the Central/State Medical Registration Council for the above post. (2) Wherever applicable equivalent qualifications for example FRCP(C) etc. will also be considered as sufficient qualification. (3) In the case of Postdoctoral certificate course holders of this Institute in Radiology, one year duration of the course will be considered as teaching/research experience.

4. ASSOCIATE/ASSISTANT PROFESSOR IN EPIDEMIOLOGY/BIOSTATISTICS/HEALTH ECONOMICS/MEDICAL ANTHROPOLOGY/HEALTH PLANNING & POLICY

(A) ASSOCIATE PROFESSOR : Upper Age limit 45 yrs. as on 31.07.1999. Rs. 14300-400-18300.

Qualification & Experience : Six years of teaching and/or research experience after obtaining Ph.D (non-medical) in the relevant field OR MD or its equivalent qualifi-

cation in any branch of Medicine with 5 years of teaching and/or research experience in the relevant field.

Desirable : Adequate research experience as evidenced by publications.

(B) ASSISTANT PROFESSOR — Upper age limit 40 years as on 31.7.99. Rs. 11625-325-15200.

Qualification & Experience : Three years of teaching and/or research experience after obtaining Ph.D (non medical) in the relevant field OR MD or its equivalent qualification in any branch of Medicine with 3 years of teaching and/or research experience in the relevant field.

Note : 1. The level of appointment will depend upon the qualifications, experience, publication etc of the candidate concerned. (Expected Vacancy -2)

2. The Institute is also interested in receiving the biodata of persons interested in visiting and/or adjunct appointments.

6. SCIENTIST - D (Expected Vacancy - 1) Upper age limit 45 yrs. as on 31.07.1999. Rs. 11625-325-15200.

Qualification & Experience : Ph.D. in the field of Polymer Science/Polymer Chemistry with 4 yrs of R&D experience in synthesis and development of polymers for biomedical applications.

7. SCIENTIST - C (Expected Vacancy - 1) Upper age limit 35 yrs. as on 31.07.1999. Rs. 10,000-325-15,200.

Qualification & Experience : Ph.D. in Physics. Desirable : R&D experience in characterizing and evaluation of Ceramic materials.

8. SCIENTIST - C (Expected Vacancy - 1) Upper age limit 35 yrs. as on 31.07.1999. Rs. 10,000-325-15,200.

Qualification & Experience : Ph.D. in the field of Veterinary Pathology or M.D. (Pathology) Desirable : Specialised experience in the field.

9. ENGINEER - B (Expected Vacancy - 1) Upper age limit 30 years as on 31.07.1999. Relaxable upto 5 yrs. for internal candidates. Rs. 8000-275-13,500.

Qualification : A first class in B.Tech in Biomedical Engineering. Desirable : 1 to 2 years of experience in the repair and maintenance of biomedical equipments and/or higher qualifications.

General conditions : (1) All posts carry allowances at Central Government rates. (2) Academic staff recruited will be eligible for addition of upto 5 years to the qualifying service for pension in accordance with the rules of the Institute. (3)

Non-practicing allowance at Central Government rate will be granted to medical personnel. (4) Age, qualification and experience relaxable in exceptional cases as per rules. (5) The Institute reserves the right for shortlisting the applications on the basis of qualification & length of relevant experience and therefore all minimum qualified candidates may not be called for interview. (6) A panel valid for 1 year will be prepared and appointment will be made subject to availability of vacancy/requirement. (7) Persons working under Central/State Government/ Public Sector Undertaking should submit their application through proper channel. (8) Any attempt to influence the Selection Committee or the Institute directly or indirectly will disqualify the candidates. (9) In all matters pertaining to this advertisement, the decision of the Institute shall be final and binding.

Applications typed on plain paper with biodata of the candidate and attested copies of certificates to prove qualification, age, experience etc should reach the undersigned on or before 23.08.1999.

Advt. No. P&A.II/17/SCTIMST/99
dtl. 19.07.99

DIRECTOR

**CENTRE FOR EDUCATIONAL STUDIES
INDIAN INSTITUTE OF
EDUCATION**
128/2, J.P. NAIK PATH, KOTHrud
PUNE-411 029

1. Applications are invited along with detailed bio-data, for the posts of Professor, Readers and Lecturers to conduct interdisciplinary M.Phil and Ph.D. programmes in Education. Persons with suitable qualifications in Educational Sociology, Educational Psychology, Social Psychology, Political Science, Communication and Information Technology, Management/Public Administration or a suitable Science degree may apply. Applications should be addressed to the In-Charge Director, Centre for Educational Studies, so as to reach on or before 6th Sept. 1999.
2. **No of Posts :** Professors : 2; Readers : 2; Lecturers : 2.
3. **Qualifications :**
As prescribed by University recognition rules for post-graduate Teachers. Essential : Proficiency in conducting and guiding research publications and experience with creative weightage.
4. **Pay Scales :** As per Rules.
5. **Probation Period :** 2 years.



SCHOOL OF DISTANCE EDUCATION ANDHRA UNIVERSITY, VISAKHAPATNAM - 530 003 (A.P.)

ADMISSION NOTIFICATION FOR THE ACADEMIC YEAR 1999-2000

Applications are invited from the candidates residing in India for admission into the following courses in the School of Distance Education, Andhra University for the academic year 1999-2000.

COURSE

ELIGIBILITY

I SIX MONTHS FOUNDATION COURSE :

1. Introductory Course (Both English and Telugu Medium) : This course is offered to prepare the candidates for Entrance Examination to be held in June, 2000 for Liberalised Admission into B.A./B.Com. Course without any formal academic qualification by supplying study material.

No formal academic qualification is required. But the candidate should have completed 18 years of age by 1st July of the year of examination.

II GRADUATE COURSES :

2. B.A. (Both English and Telugu Medium) with the combinations of Special English, Special Telugu, Special Hindi, History, Economics, Politics, Public Administration, Sociology and Mathematics.
3. B.Com., (Both English and Telugu media)

Intermediate/P.U.C. or equivalent or pass in the Entrance Examination conducted by this School.

4. B.Sc. (English Medium only) with the combination of Maths, Physics and Chemistry.

Intermediate/P.U.C. or equivalent or pass in the Entrance Examination conducted by this School.

Intermediate/P.U.C. or equivalent with Physical Sciences and Mathematics.

III POST-GRADUATE COURSES (TWO YEAR DURATION) :

5. M.A. English
6. M.A. Hindi
7. M.A. Telugu

B.A./B.Com./B.Sc./B.A.(O.L)/B.F.A./B.A.L

B.A./B.Com./B.Sc. with Hindi as one of the subjects of study.

8. M.A. Economics (English Medium only)
9. M.A. History (English Medium only)
10. M.A. Politics (English Medium only)

B.A./B.Com./B.Sc. or B.A. (Special) with Telugu as one of the subjects of study or B.Sc. (Home Sciences) with a study of Telugu for 2 years with a maximum of 100 marks for each paper.

11. M.A. Public Administration (English Medium only)

B.A. with Economics (Main or ancillary)

12. M.A. Sociology (English Medium only)

B.A. (Pass or Hon's) /O.T.B.A./B.A. (OL) with History as one of the subjects.

B.A. with Politics or Public Administration as one of the subjects of study or B.L. or B.G.L. or B.A.L.

B.A. with Politics or Public Administration as one of the subjects of study or B.L. or B.G.L. or B.A.L.

13. M.A. Philosophy (English Medium only)

Any Bachelor's Degree

14. M.Com (English Medium only) without quantitative techniques.

B.Com. only

IV ONE YEAR PROFESSIONAL DIPLOMA COURSES : (English Medium only)

15. PG Diploma in Co-operation and Rural Studies

In-service candidates working in Co-Operatives and allied institutions including non-officials with any Bachelor's Degree other than B.F.A. and B.O.L.

16. PG Diploma in Personnel Management & Industrial Relations (H.R.M.)

Any Degree Examination.

V. NON CONVENTIONAL ONE YEAR POST GRADUATE DIPLOMA COURSES : (English Medium only)

17. PG Diploma In Translation

Candidates should have passed any degree examination of this University or any other University which is recognised by Andhra University as equivalent thereto with Telugu as mother tongue or any Degree with Telugu as a subject of study.

18. PG Diploma in Environmental Studies (English Medium Only)
19. PG Diploma in Functional English
20. PG Diploma in Management of Voluntary Welfare Organisations
21. PG Diploma in Travel & Tourism Management

Candidates should have passed any degree examination of this University or any other University which is recognised by Andhra University as equivalent thereto.

Applications will be issued from 30-7-99. Filled-In Applications should reach the undersigned on or before 10-8-99. Intending candidates may write to the undersigned by designation for application form and prospectus by sending Rs. 40/- by Demand Draft/Money Order in favour of the Director, School of Distance Education, Andhra University, Visakhapatnam - 530 003, Andhra Pradesh. The candidates have to write their name, address and course for which they want the application form on reverse side of the D.D./M.O. Coupon. The candidates may also remit cash at the cash counter of the School of Distance Education towards application form and prospectus. Postal Orders and Cheques will not be accepted.

PLACES OF SALE OF APPLICATIONS AND SPOT ADMISSION CENTRES :

Applications will be sold at the following study centres of the School besides SPOT ADMISSION will be given to the candidates at the first Nine Study Centres. The dates on which spot admission is given is indicated in the brackets. Candidates have to come with original certificates and Demand Draft towards requisite fee. Admission will be given on the spot (from 10 a.m. to 5 p.m.) and original certificates will be returned to the candidates immediately.

A) Study Centres : 1. Government College for Men, Srikakulam (3-8-99 to 5-8-99), 2. M.R. College for Men, Vizianagaram (3-8-99 to 5-8-99), 3.P.R. Govt. College, Kakinada (3-8-99 to 5-8-99), 4. Govt. Arts College, Rajahmundry (9-8-99 to 11-8-99), 5. Sir C.R. Reddy College, Eluru (9-8-99 to 11-8-99), 6. S.R.R. & C.V.R. Govt. College, Vijayawada (3-8-99 to 5-8-99, 2-9-99 to 4-9-99), 7. C.S.R. Serma College, Ongole (12-8-99 to 14-8-99), 8. A.C College, Guntur (16-8-99 to 18-8-99), 9. Progressive Degree College, Hyderabad (6-8-99 to 10-8-99, 2-9-99 to 4-9-99), 10. D.N.R. College, Bhimavaram, 11. Silver Jubilee College, Kurnool, 12. A.M.A.L. College, Anakapalle, 13. R.S.R. & K.R.F. College, Bobbili, 14. Noble College, Machilipatnam, 15. V.S.R. & N.V.R College, Tenali, 16. Govt. Degree College, Narasannapeta, 17. S.G.S. College, Jaggayyapeta, 18. S.G. & N College, Narasaraopet, 19. S.K.B.R. College, Amalapuram, 20. Sri Sivodasa College, Nellore, 21. V.R.S. & Y.R.N. College, Chirala, 22. B.V.K. College, Visakhapatnam, 23. S.V.K.P & Dr.K.S. Reju Arts & Science College, Panugonda, 24. Y.N.M. College, Narsapur, 25. Govt. Degree College, Narsipatnam, 26. Satavahana College, Vijayawada, 27. Govt. Degree College, Tuni, 28. J.K.C. College, Guntur, 29. Mrs. A.V.N. College, Visakhapatnam.

B) New Delhi : 1) Sri Venkateswara College, Daula Khuan, Benito Juarez Road, New Delhi.

C) Work Centres : ACTS Institute, Koramangala, Bangalore-560 095 * 2 Jawaharlal Nehru Rajkiya Vidyalaya, Port Blair, Andamans.

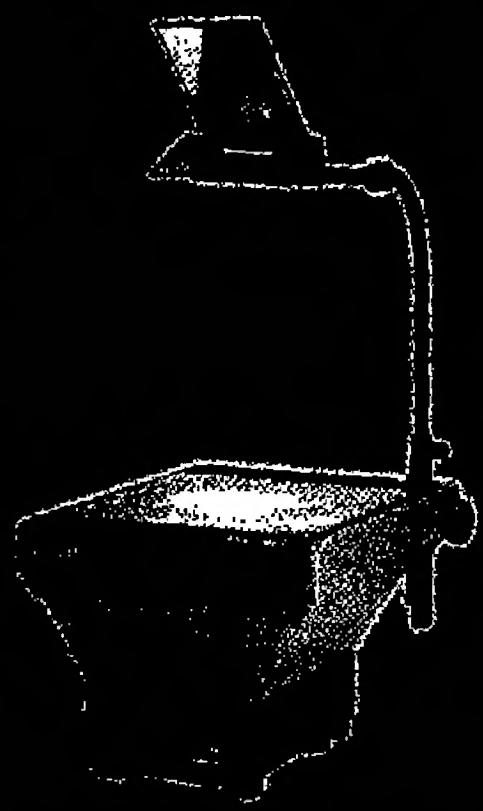
D) Spot Admissions at Head Quarters : Spot Admissions will be given at School of Distance Education, A.U. Visakhapatnam in 3 spells from 10 a.m. to 5 p.m. : 3-8-99 to 5-8-99, 16-8-99 to 18-8-99 & 5-9-99 to 10-9-99.

Note : 1) The School has no agents and takes no responsibility for prospectus issued and promises made for admission by any other institution (2) The School will arrange to send the admission Application form and prospectus along with marks Statements-cum-eligibility Certificate to the Successful candidates in B.A./B.Com. entrance Examination held in January 1999. (3) Please see prospectus for full details of eligibility (4) S.C. Candidates are eligible for Scholarships as per Govt. Rules.

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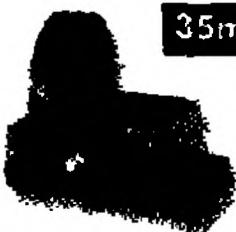


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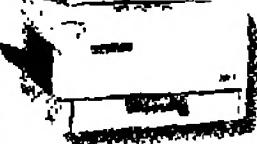
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